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ABSTRACT

This curriculum guide is one in a series of three competency-based instructional materials dealing with marketing and distributive education (MADE). Covered in the individual sections of the guide are the following topics: job orientation (cooperative education work agreements, personal appearance, career opportunities, job applications, job interviews, training plans, legal requirements, and safety); selling (the preapproach, determining needs and wants, presentation techniques, overcoming objections, closing sales, and suggestion selling); human relations (personality and human relations, personal qualities and employer expectations, employer-employee relations, working with others, human relations in formal and informal organizations, and improving human relations); merchandising mathematics (mathematics and sales, handling sales records, cash registers, weights and measures, inventories, processing purchases, pricing math, and payroll calculations); communications (speaking, listening, reading, and writing); and merchandising (buying, marketing research, market resources, choosing products, negotiating prices, credit arrangements, purchase orders, transportation terms, and pricing). Each lesson includes an outline of material to cover, behavioral objectives, general competencies, a lesson plan, suggestions for applying specific competencies, an audiovisual list, a bibliography, and a competency-based test.

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Competency Based Curriculum Guide

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This publication is one of a series of three competency-based curriculum guides in Marketing And Distributive Education written under a grant from the Division of Vocational Education.

MARKETING AND DISTRIBUTIVE EDUCATION I.

STATE OF NEW JERSEY
DIVISION OF VOCATIONAL EDUCATION

Marketing And Distributive Education I

Introduction to MADE I.

- I. Job Orientation
- II. Selling
- III. Human relations
- IV. Merchandising mathematics
- V. Communications
- VI. Merchandising

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INTRODUCTION TO MARKETING AND DISTRIBUTIVE EDUCATION I

Six experienced marketing and distributive education teachers and four senior undergraduate students from Montclair State College worked in the summer of 1980 preparing this new competency-based curriculum for the coordinators of New Jersey.

The experienced coordinators, in teams of two, worked on Marketing And Distributive Education I and II, and Introduction to (Careers in) MADE. After completing the basic outlines the teams studied the curriculum written by the other group members, then re-designed, deleted and added important agreed-on materials. The three guides are the result of the efforts of the group.

The group of professionals titled the work Marketing And Distributive Education I, II. However, they believe the individual teacher should be able to decide the order in which material should be covered and when to cover it. Therefore, the guides are three-hole punched to permit each teacher to change its order to fit local needs. The national trend is to give each semester a specific title, e.g., Advertising and Display, Marketing, etc., depending on what is covered in each semester.

The writers of this curriculum outline have organized their work in the following order:

Job orientation

Selling

Human relations

Merchandise math

Communications

Merchandising

Each lesson in the six categories above has been designed to cover the following points:

1. Outline of material to cover
2. Behavioral objectives
3. General competencies
4. Lesson plan
5. Specific competencies (application)
6. Audio-visual list
7. Bibliography
8. Competency-based test event

It is strongly recommended that the teacher review the outline, study the behavioral objectives, as well as the other items above, before ordering the A-V (audio-visual) material so as to guarantee its appropriateness. Be advised that the percent of acceptance for student's performance of the Behavioral objectives is omitted and left to the teacher's own discretion.

The group has attempted to research the most up-to-date bibliography and audio-visual materials available. We hope you will make as much use of these as possible to insure a lesson in depth.

The lesson plan utilized is the Herbertian form and is explained at the end of this introduction. (See "Some Comments on the Herbertian Form Lesson Plan".)

The writers included the general competencies, which may be taught to the entire class first; each student may then be given specific competencies related to his/her career goal which the student will use in working on the application-section of the plan. As an example, after teaching the general unit on Visual Merchandising, the student may then be asked to use that knowledge in constructing a display for his/her specific field (apparel and

accessories, petroleum, food marketing, etc.). The specific competencies for each field are attached to each lesson plan under the heading Application.

Apperceptive base examples and motivational techniques are included in the lesson plans as possible suggestions to start each lesson. It is recommended that a review of the enclosed Herbertian form explanation be studied so as to better understand the enclosed material.

The medial and final summaries will help prepare the student for the tests which are also enclosed.

Special thanks and appreciation are given to the following people who were involved in writing the 1980-81 Competency-Based Curriculum.

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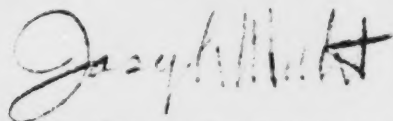
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SOME COMMENTS ON THE HERBERTIAN FORM LESSON PLAN

Apperceptive base - the recall

The apperceptive base or recall is used as a bridge on which to build the new lesson. That which the student knows (the experiences he/she has had in life, or what he/she has learned in the past lesson) is used as the bridge on which to advance to the unknown - the new lesson. Any questions used in the apperceptive base should point to the lesson of the day.

For example: in teaching sales, the very first lesson may utilize a question such as this: "In your dealing with salespeople, what has ever happened that left you with a negative feeling?" The students' comments of their experiences could be discussed briefly prior to moving to the next step (the motivation). The students' own experiences in a store (the known) will now act as the foundation of the lesson (the unknown) which will be "the techniques of selling".

Motivational approach

Now that the students have briefly discussed the negative feelings they have experienced in a store, we want to motivate in them the desire to learn the right things that a salesman should do. By asking them to list the things they would like to experience in dealing with a salesperson, you should arouse such interest and response from them, that class enthusiasm is sustained throughout the lesson. After motivation, point up the aim of the lesson and place it on the board!

Aim

The aim of the lesson is obviously what you intend to accomplish for the day. It may be stated on the board --for example, "To learn the seven steps of sales." The aim should be definite and clear and be established very early in the lesson.

Aim (cont.)

Herbert states that by referring to the aim several times during the lesson it continuously returns the teacher's mind as well as the students' thoughts to the lesson of the day.

An aim should be worthy, must be current and useful to the students' training and be established by the motivational approach.

Presentation

At the end of this discussion you will find some learning activities for Marketing And Distributive Education. Use them in your presentation to assure a change of pace and continuation of interest.

Most presentations cover more than one significant point. In teaching by using the Herbertian form, it is advised that you cover the lesson in various portions. After each individual portion move to the medial summary before continuing on to the next portion. As an example: you are teaching the lesson on presentation and intend to cover the following areas: sales, demonstration, display, participation. Use the partial summary ideas below.

Medial (Partial) summary

After covering your lesson on the importance of the sales talk, your medial summary would be achieved by asking questions to ascertain if the lesson was learned. When satisfied, return to the presentation of the next area of the lesson, (demonstration). When completed, use a similar partial summary and repeat after covering display and participation. The medial summary can be achieved by asking clear questions to the point of the presentation and by getting various opinions on each portion taught.

Application

The application should prove that the student has learned the lesson.

Application (cont.)

Some teachers like to use a case problem, a demonstration by the student or a role-playing technique. Most anything may be used that permits you to see if the student can apply the information he learned in a "lifelike situation" -- or if he knows how to use it in relation to his/her job. Each lesson plan that is used has both general competencies which you use in the teaching of the lesson, as well as specific competencies. Use the specific competencies related to a field of endeavor to have students apply what was learned.

Final summary

This step is a very important one and it actually rounds up the day's work and ties the lesson together. Be careful to watch the clock so adequate time is given to this final summary.

It is often said: "IF THE TEACHER HAS TAUGHT -- THE STUDENT HAS LEARNED".

Good luck!

The checklist below is designed to help you evaluate your utilization of the various learning activities in Distributive Education. You may wish to analyze this checklist in terms of questions such as these: (1) How many activities do you use regularly? (2) Which activities do you use most frequently? (3) Which activities seem to be most effective? (4) Which activities do you direct best and which need improvement? (5) Are there any activities on the checklist which you are not using but which might be effective in your classes?

LEARNING ACTIVITIES FOR DISTRIBUTIVE EDUCATION

OCCUPATIONAL CONTACT

Job performance activities
Field observation
Field interview
Field trip
Resource persons from business
and industry

ACTIVE PROBLEM SOLVING

Case problem
Role playing
Conference method
Buzz sessions
Brainstorming
Simulation games

DEMONSTRATION AND PRACTICE

Demonstration by students
Demonstration by teacher
Dramatization and skit
School store project

AUDIO-VISUAL

Films
Bulletin board
Flannel board
Charts, maps, pictures, posters, exhibits and samples
Tape recording

AUDITORY-VERBAL

Informal discussion
Symposium
Forum
Debate
Panel
Dialogue
Roundtable
Lecture

READING AND WRITING

Themes, essays, and written reports
Written survey of literature
Trade publications activities
Newspaper activities
Resource file project
Occupational research

MEASURING AND EVALUATING

Classroom tests made by students
Standardized test
Performance test
Contest

COMBINATION ACTIVITIES

Individual project
Group project
Joint class project
Creative project

Source: A guide for high school teachers of Marketing And Distributive Education. South-Western Publishing Co.

I. JOB ORIENTATION UNIT OUTLINE

A. Review of agreements

1. Employer and parental agreements
2. Student agreements

B. Personal appearance

1. Dress
2. Grooming
3. Posture
4. Neatness
5. Gum-chewing

C. Application for a job (pre-interview)

1. Completing the application form/penmanship
2. Where and how to find your job

D. The interview

1. Preparation for the interview
2. Practice interview

E. Basic skills

1. Basic math
2. Handling money and customers
3. Customer handling and selling on the floor

F. Career opportunities

1. Occupations
2. Working conditions
3. Advancement

G. Training plan

1. Job description
2. Related job skills

H. Legal requirements

1. Working papers
2. Labor laws
3. Social security
4. Other regulations which apply locally

I. Safety

1. Purpose
2. Safety booklet (enclosed)

3. Educational objectives
 - (a) behavior
 - (b) conditions
 - (c) criteria
4. Safety rules
 - (a) in school
 - (b) on the job
 - (c) other
5. Safety report

UNIT I-A: JOB ORIENTATION
Lesson 1: Employer and parental agreements

I. Behavioral objectives

To give a presentation that will enable the student to:

- A. have a working knowledge of parental and employer agreements
- B. basically understand all parties in relation to their respective roles in the total program.

II. Apperceptive base

Give a quiz on the student agreement.

III. Motivational approach

What are some of the responsibilities of your parents and your employer as they relate to the program?

IV. Aim

To establish student understanding of both parental and employer responsibilities.

V. Presentation (1)

Demonstration - Use overhead projector for explaining the employer agreement. Have students orally read each requirement and discuss its importance.

VI. Medial summary

Ask questions pertinent to each point of the agreement such as:

- A. What is the minimum number of hours that you must work in a given week?
- B. What is workmen's compensation insurance?

VII. Presentation (2)

Repeat presentation substituting parental agreement.

VIII. Medial summary

Ask questions related to the parental agreement such as:

What is the responsibility of the parent in regard to attendance, release from school, and availability for work?

IX. Application

Show how a specific parental agreement fits in to a student problem in class or at work. Give examples.

X. Final summary

Review all requirements. For homework, have parents and employers sign and return agreements.

QUIZ ON STUDENT AGREEMENT

MADE I

Name _____

Date _____

Circle the correct letter.

- T F 1. Students who enroll in the program are expected to work only between the hours of 1-5 p.m.
- T F 2. Any case of dishonesty is just cause for dismissal.
- T F 3. Students unable to attend school in the morning may still go to work.
- T F 4. No student may terminate his/her job without the knowledge and consent of his/her coordinator.
- T F 5. Changes in work schedule must be reported immediately.
- T F 6. School responsibilities come before the job responsibilities.
- T F 7. Students in the program are permitted to operate motorized equipment.
- T F 8. Students may not lend their MADE pass to any other student.
- T F 9. Students driving must observe all existing parking regulations as outlined by the school.
- T F 10. Membership in DECA is optional.

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

Date _____
School district _____
Employer _____
Employer's name _____ Address _____
Agrees to employ _____
Student-learner's name _____ Address _____
for the purpose of training in _____
Co-op program _____
Starting wage: _____
Student-learner's date of birth _____
Working papers _____
Date issued _____

Working conditions

1. All student-learners must be covered by Workmen's Compensation Insurance.
2. The employer is aware of the educational nature of the program, and agrees to observe all State and Federal laws and regulations relative to the employment of minors.
3. The employer will provide direct and close supervision by a qualified and experienced person, and safety instructions will be provided by the teacher-coordinator and the cooperating employer. (See New Jersey Child Labor Law Abstract MW-129 and New Jersey State Department of Education T-Letter 268 on prohibited occupations.)
4. Student-learners will not displace regular workers nor substitute for workers ordinarily needed by the employer.

Other employer responsibilities

1. To take an active part in training and supervising the above named student-learner while providing on-the-job instruction in accordance with the student-learner's training plan.
2. To employ the student-learner for an average of 15 hours a week, for a minimum of 540 hours, until the end of the school year, barring dismissal for cause.
3. To assist in evaluating the student-learner's progress by completing the student evaluation form when required.
4. The student-learner will not be discharged nor status changed without first consulting with the teacher-coordinator.
5. To pay the student-learner the prevailing wage paid similar employees, and to recognize satisfactory service throughout the year with salary increases as awarded to other employees.

6. To allow the student-learner to absent himself from work, without prejudice, when school or vocational student organization activities require his presence, with the understanding that notification of the need for such absence will be received from the teacher-coordinator at least one week prior to the absence.
7. To allow the student to be observed on the job periodically by the teacher-coordinator of the Cooperative Education Program.
8. In the event the student-learner's school grades in any major subject fall below passing as a result of time spent on the job, weekly work hours will be reduced according to the advice of the teacher-coordinator until such time as the student-learner is earning pass grades.
9. To notify the teacher-coordinator as soon as possible any time the student-learner fails to appear for work or fails to call in sick at the scheduled time, or fails to stay for the scheduled time.
10. To be available for conferences with the teacher-coordinator, the student-learner, or both, as necessary.

Work experience

The following will be included in the student learner's work experience:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Signed _____
Employer

Signed _____
Teacher-Coordinator Phone

I have read the above and fully understand my employer's responsibility to me and _____ High School, and my responsibility to my employer and school.

Signed _____
Student - learner

Signed _____
Parent/Guardian

DISTRIBUTIVE EDUCATION PARENTAL AGREEMENT

Dear _____.

Your son/daughter _____ has been selected on the basis of school records, interest, and personality as eligible to enter the _____ High School program of Marketing and Distributive Education. This is specialized training for those who are interested in marketing, management and merchandising as the field of it relates to products or services. This course is worked on a cooperative part-time basis; _____ will attend school in the morning and work in the afternoon or evening and possibly on Saturday. He/she has expressed interest in this work and desires to enter the course.

Through the cooperation of the merchants of this community and neighboring communities, the students work under supervision at least fifteen (15) hours a week in a regularly paid position which involves meeting the public, usually in the distribution of goods. The exact hours of employment depend upon the merchant's need, and usually include Saturdays.

In school, he/she will learn today what he/she will put into practice tomorrow. You probably know that a great many high school graduates enter the field of distribution and that there is a great need for training in this area.

School credit toward graduation will be given for the part-time work, and your son/daughter will receive the same diploma for which he/she is now working.

If you are willing for _____ to enter this course and abide by the attached student's agreement and you are willing to release the school and Board of Education from any responsibility involved in the travel to and from work of the student, please sign in the space provided below.

Very truly yours,

Teacher - Coordinator
Marketing and Distributive Education

Parent's signature _____

Return to:

UNIT I-A: JOB ORIENTATION
Lesson 2: Student agreements

I. Behavioral objectives

To give a presentation that will enable the student to:

- A. have a working knowledge of the student agreement
- B. be aware of his/her responsibilities to his employer/school
- C. be aware of the "how" and the "why" of the agreement

II. Apperceptive base

Q. Why is it important to have guidelines in school and on the job?

III. Motivational approach

Up to now you have been told what to do.

Q. Wouldn't you feel as a young adult that it is just as important to know why?

IV. Aim

To understand the student agreement.

V. Presentation

Demonstration - Use overhead projector for attached student agreement. Orally have students read each requirement and discuss its importance.

VI. Medial summary

Ask questions pertinent to each point of agreement such as:

Q. When should you call the school and employer if absent?
What happens to a student who is dishonest on the job?

VII. Application

Develop the story to illustrate the point covered by the lesson.

Story example - "Once a MADE student lent his pass to a fellow student to get out of school early. The fellow student was caught with the pass and the MADE student forfeited his privilege to leave school early."

VIII. Final summary

Review all the requirements and have student sign and return the agreement.

STUDENT AGREEMENT

Date _____
Month Day Year

1. A student - trainee in Marketing And Distributive Education is expected at all times to conform to the rules and regulations of the store in which he/she is working. Special attention is called to the necessity to display good work habits and follow regulations concerning dress, conduct and attendance.
2. Students who enroll in the program will be expected to work on Saturdays and holiday vacation, if needed, and maintain excellent attendance both at school and on the job. In addition, students will work for the best interest of the employer, keep matters of business in strict confidence, make the best use of any or all training-agency materials furnished for study by the employer and look to the job ahead.
3. Any case of dishonesty or any appearance of dishonesty on the job which causes you to be dismissed will be just cause for your dismissal from MADE and for the loss of all credit therein. Students are cautioned that such an offense is serious and becomes a part of their school and job record.
4. Any student who is unable to work any one or more days must notify the store in which he works no later than 10:00 a.m. and his coordinator between 8:00 and 8:40 a.m. In case the absence extends over several days a daily report shall be made to the store.
5. In case the student is unable to come to school in the morning, it is generally understood that he cannot work that day. If circumstances seem to warrant his permission to work in such a day, he must get permission from his coordinator. Otherwise he will either not be permitted to work by the store or receive no credit for the day's school work.
6. No student may terminate his work without the knowledge and consent of his coordinator. If he does, he may be dropped from Marketing and Distributive Education.
7. Students who lose their job during the school year because of inefficiency, lack of interest, not abiding by the store rules or regulations, etc., may be dropped from MADE and lose all credit therein. If controversial job problems occur, discuss them with the coordinator, who in turn will discuss them with the employer.
8. Any change in the work schedule of the student must be reported to the coordinator
9. School comes before the job and thus all grades must be maintained at a passing average. If you fail to abide by school rules and are told to

remain after lunch by any teacher (for the failure to do school work, unexplained absence, etc.), do as told!! School first, job second.

10. No MADE student shall be permitted to operate any type of motorized lift or fork-lift truck or motorized-lift vehicle as part of his/her training experience. I recognize that Federal Labor Laws require that in the event the trainee is required to work with hazardous machinery or materials, I will provide direct and close supervision of a qualified and experienced person, and safety instructions. Such an experience will be limited to those specified on the student's training plan.
11. Students upon completion of the fifth period are to go to lunch, after which they are to leave the school premises for the work experience part of the program. If student does not go to lunch, he is to leave the school premises immediately after fifth period. Students may remain in school only if they have no job obligation that day and have received a special destination pass from a teacher signed by the coordinator or directly from the coordinator.
12. Students will be issued MADE identification pins and passes which may not, under any circumstances, be used by any other student.
13. Students privileged in bringing their automobiles to school must strictly observe all existing parking regulations as outlined by the school.
14. MADE students are automatically members of the MADE club and must participate in and support all activities.
15. Students must comply not only with the regulations outlined by this program but all existing regulations of the school. Students must uphold all agreements entered into with all parties concerned, that is-- the school, the employer and the students themselves.

"I understand the above regulations and agree to accept my responsibility in compliance therewith realizing that failure to do so might mean my dismissal from the program and loss of all credit therein."

(Student's signature)

(Teacher coordinator's signature)

Return to:

DISTRIBUTIVE EDUCATION CODE OF ETHICS

(Student's name)

I will not accept a job unless I intend to keep it.

I will work my scheduled hours and always notify my teacher-coordinator and employer if I am either unable to attend or unavoidably detained. Time off from work should be requested of my employer only on very important business.

I will strive to do my best, putting in an honest day's work and not wasting time visiting with friends or others I may contact while working. I also realize that any act of dishonesty will result in my dismissal from the program.

I will finish all work assigned to me in an industrious, satisfactory manner, and upon completion, I will look for other tasks. I will also notify my immediate supervisor of tasks that are assigned to me by other supervisors or executives.

My recreational activities will be scheduled at a time which will not interfere with my work.

Regardless of what type of job I am performing, I will conduct myself in a business-like manner and present as neat an appearance as possible. Also, it is my duty to keep my working area as clean and neat as possible.

If I feel that my duties, family, health, or moral well-being are jeopardized because of my job, I will consult my teacher-coordinator, employer and parents before I resign. Under no circumstances may I leave my job without the proper notification.

I must report all injuries, however slight, to my immediate supervisor.

I realize that a student fired from his job, with justified reason, may be dropped from the Marketing And Distributive Education program and receive no credits for the program.

When all scheduled classes are finished, I will immediately leave the school area and report to my work station or my home. Under no circumstances may I remain on school property. Exceptions will be made for me to participate in extra-curricular or DECA activities with permission of my teacher-coordinator.

I realize that a repeated violation of the Code of a minor nature will end in my dismissal from the program. To violate the Code of Ethics, that I have agreed to, reflects not only upon me but upon all others placed on jobs by my school. I know it will reflect upon all students for years to

come who hope to secure part-time employment. I therefore agree to uphold this Code in order to maintain the reputation of my school and myself.

(Signature of the student)

come who hope to secure part-time employment. I therefore agree to uphold this Code in order to maintain the reputation of my school and myself.

Signature of student

I have discussed my Code of Ethics with the following people who have shown a personal interest in me and want me to be successful in upholding it.

Parent or guardian

Employer

Teacher-Coordinator

UNIT I-B: JOB ORIENTATION
Lesson 3: Personal appearance

I. Behavioral objectives

To teach the student, through given job situations, how to:

- A. determine proper attire for a job interview
- B. understand the effects of proper grooming
- C. analyze the adverse effects of poor posture
- D. recognize the importance of neatness and cleanliness

II. Apperceptive base

Collection of all agreements - check for neatness and completeness.

III. Motivational approach

Do now: Students will write down what they would wear to a job-interview at a large department store - salesperson position.

IV. Aim

To establish proper attire for a job procurement

V. Presentation

- Lecture:
- 1. dress
 - 2. grooming
 - 3. posture
 - 4. neatness
 - 5. gum-chewing

VI. Medial summary

- A. What does proper dress mean to you?
- B. What part does grooming play on the job (deodorants, perfume, hair conditioning, make-up)?
- C. What relationship does posture have to communication? (Demonstrate various postures and have students express opinions.)
- D. What do we mean by the statement: "Neatness is next to godliness"?

VII. Application

Utilization of interview and rating forms pointing out importance of personal appearance.
Highlight the fact that in instances the employer will evaluate personal appearance.

VIII. Final summary

"First impressions are lasting."

Homework: Students will come in dressed appropriately for a job interview.

DISTRIBUTIVE EDUCATION INTRODUCTION AND INTERVIEWER RATING SHEET

Prospective employer _____ Date _____

Firm's Name _____

Address _____
 Number Street City State

This will introduce _____ of
 the Marketing And Distributive Education class at _____

High School, _____, _____ who is interested in
 City State

obtaining part-time employment for at least (15) hours per week to
 supplement the distributive training being received at the school.

<u>Qualities to be rated</u>	<u>Yes</u>	<u>No</u>
Was he/she punctual?	()	()
Did he/she use good grammar?	()	()
Is he/she confident?	()	()
Is he/she qualified?	()	()
Was he/she neatly and appropriately dressed?	()	()
Was he/she at ease?	()	()
Was he/she courteous?	()	()
Is he/she interested in the position?	()	()
Is he/she accepted for the position?	()	()

Comments of the interviewer (applicant's weak and strong points).

Interviewed by: _____

Return to:

COOPERATIVE VOCATIONAL EDUCATION RATING SHEET

Date _____

To: _____

Firm: _____

Trainee: _____

Please, complete and return within 5 days to: _____

Please indicate your evaluation of this student by placing a check mark on the line of your choice. Every effort will be made to aid the student in improving those qualities in which a weakness is evident.

Your frank evaluation will be appreciated and all information will be considered confidential. Thank you for your cooperation.

1. Outstanding
2. Above average
3. Average
4. Below average
5. Extremely poor

Type of work performed: _____

Comments of Evaluator: _____

Signature of Evaluator: _____

WORKING TRAINING - RATING

Name: _____

1 2 3 4 5

Work habits

Attendance	_____	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____	_____
Initiative	_____	_____	_____	_____	_____
Interest in learning	_____	_____	_____	_____	_____
Promptness in completing duties	_____	_____	_____	_____	_____

Personality

Courtesy and manners	_____	_____	_____	_____	_____
Cooperativeness	_____	_____	_____	_____	_____
Social attitude	_____	_____	_____	_____	_____

Personal appearance

Neatness	_____	_____	_____	_____	_____
Taste in dress	_____	_____	_____	_____	_____
Poise	_____	_____	_____	_____	_____

Production ability

Volume of work	_____	_____	_____	_____	_____
Quality of work	_____	_____	_____	_____	_____
Ability to follow directions	_____	_____	_____	_____	_____
Organization of work	_____	_____	_____	_____	_____
Knowledge of basic skills (required on job such as speech, math, reading, comprehension, etc.)	_____	_____	_____	_____	_____

COOPERATIVE VOCATIONAL EDUCATION RATING SHEET

To _____ Date _____
(Training agency) (Month day year)

Please, complete the following rating sheet and return within (5) days.

Trainee

The student whose name appears above is employed in your store as a trainee in Distributive Education. Will you please indicate your opinion of the student by placing a check mark (x) on _____ line of your choice. We will do our best to improve these qualities in which weakness is evident. The information will be considered as confidential. Please be frank. Check only those qualities that you are aware of.

Personal appearance

Taste in dress

Well dressed	_____
Dresses acceptably	_____
Occasionally dresses inappropriately	_____
Dresses carelessly	_____

Cleanliness and neatness

Noticeably tidy	_____
Generally conforms	_____
Sometimes negligent	_____
Sometimes offensive	_____

Health

Adequate health	_____
Occasionally absent for illness	_____
Frequently absent for illness	_____
Poor health	_____

Poise

Well poised	_____
Occasionally loses poise	_____
Timid or shy	_____
Very bold	_____

Personality

Courtesy

- Tactful, diplomatic and well-mannered _____
- Reasonably tactful, diplomatic and well-mannered _____
- Tendency to say or do wrong thing, impolite and disrespectful _____
- Frequently abrupt, ill-mannered, crude and offensive _____

Social attitude

- Active contributor and harmonious worker _____
- Reasonable consideration for others _____

Initiative and efficiency

- Assumes responsibility, is efficient and is cooperative _____
- Does some tasks with little or no direction _____
- Shows initiative and efficiency _____
- Shows little initiative or efficiency _____

Dependability

Punctuality

- Punctual and prompt in completing work assignments _____
- Occasionally tardy, but prompt in completing work assignments _____
- Often tardy, but occasionally slow in completing work assignments _____
- Habitually tardy, frequently slow in completing work assignments _____

Persistence

- Seldom discouraged by difficult tasks _____
- Persistent to an average degree with difficult tasks _____
- Leaves many difficult tasks unfinished _____
- Needs constant encouragement to finish a task _____

Ambition

- Seeks new challenges _____
- Enjoys satisfaction of finished work _____
- Works steadily but only under supervision _____
- Lacks evidence of ambition _____

Dependability (cont.)

Loyalty

- Can be trusted with strictly confidential matters _____
- Works faithfully, and is interested in success of business _____
- Loyalty to business sometimes questionable _____
- Has little or no interest in the business _____

Mental alertness

Instructions

- Grasps instructions instantly and unerringly _____
- Follows ordinary instructions well _____
- Often misunderstands ordinary instructions _____
- Generally misses or forgets oral and written instructions _____

Judgment

- Good judgment when making decisions and handling problems _____
- Fair judgment when handling and making decisions _____
- Tendency to make errors in judgment _____
- Frequently makes errors in judgment, and uses poor judgment _____

Sense of values

- Possesses a good set of values _____
- Occasionally confuses the important with the unimportant _____
- Places too much emphasis on the unimportant _____

Speed of mental reaction

- Usually a quick thinker _____
- Thinks with average speed _____
- Sometimes slow in mental reactions _____
- Sometimes slow in understanding and thinking _____

Job skills

Voice and speech

- Good direction and a clear and pleasant voice _____
- Average voice and speech _____

Job skills (cont.)

Voice and speech (cont.)

Weak voice and occasional errors in speech

Irritating voice and frequent errors in speech

Mathematical ability

Exceptional mathematical ability

Better-than-average mathematical ability

Frequent errors in mathematical work

Poor mathematical ability

Penmanship

Excellent penmanship

Above average penmanship

Fair penmanship

Poor penmanship

Product service and job performance knowledge

Superior knowledge of product service and job performance

Adequate knowledge of product service and job performance

Fair knowledge of product and service and job performance

Little knowledge of products and services and job performance

Organization of work

Exceptionally well organized

Above average in organization

Often disorderly and unsystematic

Little organizational ability

Student's major strengths are:

Student's major weaknesses are:

Rated by _____

Position _____

Return to:

UNIT I-C: JOB ORIENTATION
Lesson 4: Application for a job (pre-interview)
 Completing the application form - Penmanship

I. Behavioral objectives

To discuss the application form so that the student will be able to:
A. complete the application properly
B. organize and plan a self-evaluation

II. Apperceptive base

Students will come into class dressed for a job interview.
Students will be given a self-evaluation check-off to complete and
will review the check-off together.

III. Motivational approach

A. Do you realize that the written application is "you"?
B. Do you realize you may never get the chance to portray yourself
as you are, based on your self-evaluation unless you can carry
the same image on paper?

IV. Aim

A. To show the student how to submit a neat and complete application.
B. To develop a self-evaluation plan.

V. Presentation

Hand out a double set of applications to each student.
The first set is to be filled out by each student in the class.

VI. Medial summary

Review the entire application step by step for neatness and complete-
ness.

VII. Application

How does the information submitted relate to the world of work?
(Examples: why social security number, why address, why previous
employers...)?

VIII. Final summary

Homework: students will take home with them the corrected application
and submit the second and final application for next day.

SELF-EVALUATION FOR JOB INTERVIEW DRESS

Name _____

Date _____
(Month day year)

Circle the correct response.

- | | | | |
|-----|----|-----|---|
| YES | NO | 1. | Were you on time for your class (interview)? |
| YES | NO | 2. | Are you wearing suitable business clothes (not too casual - jeans, not too formal - party)? |
| YES | NO | 3. | Are your clothes neat and clean (pressed, mended)? |
| YES | NO | 4. | Are you hygienically prepared (teeth brushed, hair styled, finger nails clean)? |
| YES | NO | 5. | Are you extreme in your dress or mannerisms (wild hair styles, overly made up, poor color selection)? |
| YES | NO | 6. | Are you wearing distracting jewelry or accessories? |
| YES | NO | 7. | Are you chewing gum? |
| YES | NO | 8. | Are your shoes shined? |
| YES | NO | 9. | Are you wearing proper under garments? |
| YES | NO | 10. | Did you get a good night's rest? |

APPLICATION FOR ADMISSION
MARKETING AND DISTRIBUTIVE EDUCATION

PLEASE TYPE OR PRINT

Name _____
(Last) (First) (Middle)

Address _____
(Street) (City) (State)

Phone number _____ Date of birth _____ Age _____

Parent or guardian _____

Condition of health _____ Explain any physical weaknesses

Approximately how many times have you been absent in the sophomore and junior years? _____ Tardy? _____ If absent or tardy over fifteen times, give reasons _____

Why do you want to enter this program? _____

How do your parents feel about your entering this program? _____

What is your career objective after high school? _____

Are you interested in attending college or business school? _____

What school or college do you plan to enroll in? _____

What do you intend to study? _____

While in high school, what business subjects have you taken and completed?

To what school organizations do you belong? _____

If you are accepted for this program, what type of work would you prefer?

What type of work would you prefer as a second or third choice? _____

Do you drive? _____ Do you own a car? _____ Do you have working papers?

_____ What is your social security number? _____

Have you had any previous work experience? If so, please complete the following:

Name of firm _____

Address _____

Name of employer or supervisor _____

Duties you performed at this job _____

Name of firm _____

Address _____

Name of employer or supervisor _____

Duties you performed at this job _____

If selected, are you willing to:

Yes No

1. Complete the full year's classwork and work experience schedule? _____

2. Work the nights your firm is open? _____

3. Work Saturdays (possibly every Saturday)? _____

4. Work during vacation and on holidays? _____

Are there any communities that you are not willing or permitted to work in?

If yes, please list undesirable

communities _____

I promise that, if I qualify for this course in Marketing and Distributive Education, I shall accept whatever responsibilities are placed before me. I shall perform my job in a manner that will do honor to both my school and to myself. I agree to comply with all school rules and regulations that apply to this program, understanding that failure to do so may result in my dismissal from the program.

Date _____ Student signature _____

Date _____ Parental signature _____

Teacher coordinator's remarks

Return to:

TEACHER COORDINATOR
MARKETING AND DISTRIBUTIVE EDUCATION.

UNIT I-C: JOB ORIENTATION
Lesson 5: Where and how to find your job.

I. Behavioral objectives

To provide information on job criteria and resources so that the student will be able to:

- A. appraise a job criteria to obtain job satisfaction
- B. discuss means of job resources.

II. Apperceptive base

Hand in completed applications, check for neatness, completeness and accuracy.

III. Motivational approach

Have students list in order of importance the requirements that they would expect from employment.

- Example:
- 1. advancement
 - 2. remuneration
 - 3. transportation.

IV. Aim

To learn to evaluate those considerations that are deemed most important for job satisfaction.

V. Presentation

Discussion of job placement services

- 1. personal
- 2. newspaper
- 3. public and private employment agencies
- 4. school placement service
- 5. cold canvassing (direct approach)

VI. Medial summary

Review of the five major forms of job placement.

VII. Application

Check your list of the order of importance for job requirements.
Make any necessary changes (additions, subtractions).
Make a list of community resources which you might utilize for job seeking.

VIII. Final summary

Highlights of the presentation.

Homework: utilize a community resource (newspaper, agency, etc.) and define the position and why you have chosen to apply for this position.

EXPLANATION OF RESUME PREPARATION*

NAME SECTION	Type your last name in CAPITAL letters. Undoubtedly your RESUME will be filed alphabetically; this will alleviate any confusion.
CURRENT ADDRESS	Indicate your current address and telephone number first.
PERMANENT ADDRESS	Include your permanent forwarding address and telephone number. An out-of-town number should be marked "collect" simply as a matter of courtesy. If possible, note some hour between 9 a.m. and 5 p.m. when you can be reached. As scary as a job-hunt may seem at the outset, don't forget employers are quite HUMAN! In other words, they are no more likely to call you after business hours than you are to look for the job at night.
PROFESSIONAL OBJECTIVE	You should generally state your professional objective on the RESUME form. The specific Job Title should be included in your INTRODUCTORY LETTER. To the INTRODUCTORY LETTER attach the RESUME. The RESUME forms of many candidates have been filed in an inactive file because they did not indicate the job they were seeking and/or they did not personalize the RESUME with an INTRODUCTORY LETTER.
EDUCATION	File for a transcript before you write your RESUME and INTRODUCTORY LETTER. Transcripts take some time to get, and you will have to have one later on anyway. The important thing is that your RESUME is identical to your transcript. There's the added benefit for this act of foresight; there may be inaccuracies in your school's records that you can clear up before your memories fog. Once again, list your degrees and graduations, arrivals and departures, in reverse chronological order and date them numerically. The date of your employment and termination should be written "6/1/72" rather than "June 1, 1972". List your degree, the date it was conferred, the college, the major, the minor, and any special emphasis of study.

* Adapted from The Graduate c 1971 Collegiate Marketing and Management, Inc., (now Approach 13-30 Corp.), 1005 Maryville Pike, Knoxville, TN 37920

EXPERIENCE

If you have a long list of previous employment, just pick out the positions you have held that would show some experiences compatible with the position you are seeking and include a couple of sentences which point out the desirability of alleged experiences.

In your INTRODUCTORY LETTER you can expand on and explain how these experiences apply to the position.

Your list should begin with your last job and go back chronologically from there. The dates of your employment and its termination should be listed as above, under EDUCATION. By all means be accurate in everything you list. It is best to go into this thing in the spirit of someone being checked out by the CIA for a top security clearance. Employers do check records, and they do not appreciate discrepancies between your version and your last employer's.

Naturally, many of us have a long record of summer and part-time jobs. Don't attempt to list them all. Perhaps they can be lumped into a single category with emphasis on any factors which, by some leap of your imagination, connect with the position you seek.

A few sentences that give an idea of the scope of your part-time jobs, explaining how they helped to form your career goals, will be helpful to your prospective employer. Just remember: if it is a drag for you to list every job you have held for two weeks, perhaps your prospective employer may feel the same way about reading that list.

SUMMER WORK

Present a summary or general profile of summer work. Mention any summer work of significance listed above in a more descriptive manner under "EXPERIENCE"

MILITARY STATUS

If you have been in the service, this is just a continuation of your employment record. Don't try to "jive" your employer about this either. If you worked with computers in the army, or your primary duty was that of an instructor, perhaps you should make a special note.

ACTIVITIES

If your school activities were irrelevant to the job you now seek, swallow your pride and don't bore your employer to death.

PUBLISHED WORKS

If you have published anything -- a thesis, an article which appeared in a magazine or professional journal -- don't neglect to mention it. Unlikely as it seems, you might forget a thing like that -- it happens!

LANGUAGES Fluency in one or more languages other than English is always an asset, but one should first ponder the precise dictionary meaning of fluency before making any claims.

OUTSIDE INTERESTS Call them avocational interests, if you may. This section is optional -- perhaps downright dangerous. If your outside interests are really outside the scope of your work, there's no reason to include them in your RESUME, and perhaps a few good ones why you should not include them. If you feel that listing them would aid you, list only the title of the interest -- don't explain or describe.

PERSONAL DATA All this can be summarized in one line and should be, first -- your age. For some reason -- simple arithmetic no doubt -- the expert prefer your age to the date of birth. Secondly -- it is conventional to also record your height and weight. (This section is optional).

MARITAL STATUS "Married with two children" or "Single" is all you need to say. (This section is optional).

REFERENCES At the bottom of the page write "References on Request" and make certain of one thing; should an employer ask for references -- that the references can be easily obtained from the writers.

IMPORTANT Omit any categories in the resume that are not appropriate and add others that are necessary.

FINALLY ... Remember, "Success is attained by many people with average intelligence and EXTRAORDINARY PERSEVERANCE."

UNIT I-D: JOB ORIENTATION
Lesson 6: The interview

I. Behavioral objectives

To create role-playing situations so that students will be able to communicate steps they will take in a job-interview experience.

II. Apperceptive base

Have the students exchange their homework assignment from the previous lesson.
(Teachers, note this is in preparation to interview each other.)

III. Motivational approach

Based on the information gathered, how well prepared are you to be interviewed?

IV. Aim

To learn the techniques of a job interview.

V. Presentation

Two students will role-play an interview situation based on their job selection.

VI. Medial summary

Group discussion will follow on strengths and weaknesses of the mock job interview.

VII. Application

Students will divide themselves into groups of two and act as interviewer and interviewee exchanging roles.

VIII. Final summary

- Q. What did you like most in the interview?
- Q. What did you like least?

UNIT I-E: JOB ORIENTATION
Lesson 7: Basic math skill review

I. Behavioral objectives

To give a pretest and review so that students will be able to:
A. strengthen basic math skills
B. identify weaknesses in basic math
C. assist in employment pre-tests

II. Apperceptive base

Give the basic math review test to students as a pre-test.

III. Motivational approach

Many firms require math skills testing as a prerequisite for employment.
Pre-testing will help to determine students' weaknesses.

IV. Aim

To strengthen math skills and thus increase employability.

V. Presentation

Upon completion of the pre-test students will correct their own papers.

VI. Medial summary

Q. Based on the pretest: In which of the following areas were students' weaknesses evident -- addition, multiplication, division, fractions, decimals, percents?

VII. Application

Divide the class into groups according to their weaknesses. (For example, put those weak in multiplication together, etc.)

Provide corresponding remedial work from worksheet, text or workbook.

VIII. Final summary

Homework - Hand out review-of-making-change exercise.

MARKETING MATH PRE-TEST

Name _____

Date _____

- | | | | |
|----------------------------------|---|------------------------------|---------------------------|
| 1. $\$ 3,078.45$
$+ 6.353.18$ | 2. $\$ 98.70$
43.33
81.76
64.25
75.95
<u>23.57</u> | 3. $\$ 3.88$
<u>-1.97</u> | 4. 9,038
<u>-7,249</u> |
|----------------------------------|---|------------------------------|---------------------------|

- | <u>Purchase amount</u> | <u>10% discount amount</u> | <u>Amount paid</u> |
|--|--|---------------------|
| 5. $\$79.97$ | $\$ 8.00$ | |
| 6. $\$13.50$ | $\$ 1.35$ | |
| 7. $\$ 7.95$
<u>x 3</u> | 8. $\$ 8.50$
<u>x 17</u> | 9. $\$ 5 \div 5.59$ |
| | | 10. $3.2 \div 76.7$ |
| 11. $\frac{5}{9} + \frac{4}{9} =$ | 12. $\frac{1}{3} + \frac{1}{2} =$ | |
| 13. $9\frac{1}{2} + 5\frac{1}{3} =$ | 14. $\frac{3}{4} - \frac{1}{4} =$ | |
| 15. $\frac{1}{2} - \frac{1}{3} =$ | 16. $7\frac{2}{3} - 3\frac{1}{3} =$ | |
| 17. $\frac{4}{8} \times \frac{5}{8} =$ | 18. $\$ 1.17 \times \frac{2}{3} =$ | |
| 19. $\frac{4}{5} \div \frac{1}{6} =$ | 20. $5\frac{1}{2} \div 2\frac{1}{3} =$ | |
| 21. $\$ 2.48 \div 1\frac{1}{8} =$ | | |

Change the following fractions to percentages:

- | | |
|--|------------------------|
| 22. $\frac{2}{3} = \%$ | 23. $\frac{1}{2} = \%$ |
| 24. $\$11.50 \times 25\% =$ | |
| 25. $\$210.30 \text{ sales at } 5\% =$ | |

ANSWER KEY

- | | |
|-------------------|---------------------|
| 1. \$9,431.63 | 14. $\frac{1}{2}$ |
| 2. \$387.56 | 15. $\frac{1}{6}$ |
| 3. 1.91 | 16. $4\frac{1}{3}$ |
| 4. 1,889 | 17. $\frac{1}{2}$ |
| 5. 71.98 | 18. \$.78 |
| 6. \$ 12.15 | 19. $4\frac{4}{5}$ |
| 7. \$ 23.85 | 20. $2\frac{5}{14}$ |
| 8. \$ 144.50 | 21. \$ 2.20 |
| 9. \$ 1.118 | 22. 66.66% |
| 10. 23.96 | 23. 50% |
| 11. 1 | 24. \$ 29.88 |
| 12. $\frac{5}{6}$ | 25. % 10.52 |
| 13. 14 | |

REVIEW OF MAKING CHANGE

Name _____

Date _____

Using the least possible number of coins and currency, show the amount of change returned for each of the following transactions. Count silently to yourself the change due.

<u>Amount of sale</u>	<u>Amount received</u>
1. \$2.71	\$5.00
2. .28	.50
3. 11.32	15.00
4. 5.15	10.00
5. 2.15	2.50
6. 9.73	20.00
7. 26.21	50.00
8. .69	1.00

Denominations: .01, .05, .10, .25, \$1.00, \$5.00, \$10.00

ANSWER KEY

1. 4(0.1)
2. 2(.01), 2(.10)
3. 3(.01), 1(.05), 1(.10), 2(.25), 3(\$1.00)
4. 1(.10), 3(.25), 4(\$1.00)
5. 1(.10), 1(.25)
6. 2(.01), 1(.25), 1(\$10.00)
7. 4(.01), 3(.25), 3(\$1.00), 2(\$10.00)
8. 1(.01), 1(.05), 1(.25)

UNIT I-E: JOB ORIENTATION
Lesson 8: Handling money and customers.

I. Behavioral objectives

To simulate a store sales consumation so that the student is able to:
A. identify proper methods to make change
B. detect fraudulent practices at the cash register
C. communicate proper customer relations at the consumation of the sale.

II. Apperceptive base

Review the change-transactions sheet for accuracy.

III. Motivational approach

Q. Have you ever been short-changed by a salesperson? What were your feelings?
Q. Have you ever been mistakenly given excess change? Did you return the extra money? Why or why not?

IV. Aim

A. To establish proper methods of making change.
B. To establish proper customer relations.

V. Presentation

Simulation - Using the school store or a cash register in the classroom, have students role-play sales situations.
Example: Purchase of \$1.39 notebook by student who gives clerk ten-dollar bill.

VI. Medial summary

Q. After ringing up sale, what if customer changes his mind?
Q. What if the bill looks like it is a phony bill?
Q. What happens if the customer doesn't have enough money?

VII. Application

Given the following situation have students write how they would react.
"A customer purchases a 79¢ item out of a \$20 dollar bill with an ink spot on back. After handling a few more customers a second customer purchases a 59¢ item with a dollar bill. After clerk places dollar into the register and gives customer change, the customer claims that he gave the clerk a \$20 bill."
Q. What would you, as the clerk at the register, do at this point?

VIII. Final summary

Brainstorm: the DO's of proper cash register operations.

DO's

1. Always look at the denominations.
2. Place bills face up on till.
3. Count change from purchase price.
4. Place bill in register in proper slot, and in the same manner.
5. Fully complete transaction before going on to next transaction.
6. Thank customer.

UNIT I-E: JOB ORIENTATION
Lesson 9: Customer handling and selling on the floor.

I. Behavioral objectives

To give a presentation that will enable the student to understand the role of the seller as it relates to customer handling.

II. Apperceptive base

Give the following situation:

"Customer makes a large dollar purchase on credit, and becomes irate when store policy requires you, at the register, to check on his/her credit limitations."

III. Motivational approach

What are the personal rewards of employing a firm or credit agency?

IV. Aim

To recognize each customer as a potential buyer.

V. Presentation

Guest speaker - A department manager or buyer to discuss the role of salespersons on the selling floor.

VI. Medial summary

Ask questions pertinent to the discussion.

Example: Q. What is a salesperson supposed to do if there are no customers in the department?

VII. Application

A short anecdotal report of what your supervisor expects of you when you are not selling.

VIII. Final summary

List the possible activities not related to customer selling.

Homework: Based on your place of employment, answer the following questions.

A. What are some of the different types of occupations?

B. What is the progression of your job as it relates to advancement?

C. What are your working conditions?

UNIT I-F: JOB ORIENTATION
Lesson 10: Career opportunities

I. Behavioral objectives

To compare the benefits of work experience to cooperative experience, so that the student will be able to establish the importance of cooperative education as a student worker.

II. Apperceptive base

Busy session on homework assignment based on career opportunities.

III. Motivational approach

Q. Would you be satisfied with work experience rather than cooperative education?

IV. Aim

To learn that the student is a working student and a learning student.

V. Presentation

Demonstration using transparencies to show the difference between work experience and cooperative education.

VI. Medial summary

Q. What is the value of cooperative education?

VII. Application

Contrast work experience on your job with what you have learned in class about your job.

VIII. Final summary

Demonstrate the importance of cooperative education to the progressive student.

Example: As a learning student, what you gain in knowledge helps you to grow on the job.

NOT JUST WORK EXPERIENCE, BUT COOPERATIVE EDUCATION

The student

In the work experience program:

1. Is hired as a producing worker
2. Learns only the "how-to-do-it" aspects of his job.
3. Is not always able to understand the relationship of his/her work experience to his/her classroom activity.
4. Does not always rotate from job to job within the organization.
5. Does not receive the benefits of a job analysis.
6. May or may not be suited to the occupation.
7. Receives little assistance in matters of personal development and special adjustment.
8. Receives little information or inspiration to take additional or specialized training.
9. Is tempted to drop out of school and accept a full-time position.
10. May work under conditions which may deteriorate.
11. May attempt to maintain a schedule and work schedule which are injurious to his/her health.

In the cooperative education program:

1. Is hired as a learning worker.
2. Learns also the "why-it-is-done" aspects of his work.
3. Engages in classroom activities which are integrated with his on-the-job experience.
4. Follows a planned rotation schedule during the length of the year-long program.
5. Receives the benefits of a job analysis.
6. Is matched to the job by an occupationally experienced coordinator.
7. Receives the immediate attention of the coordinator in matters pertaining to personal development and social adjustment.
8. Is given an insight into his needs and abilities for taking additional or specialized training.
9. Is encouraged to remain in school and increase his vocational competency.
10. Will work in a firm which is continuously approved by the coordinator.
11. Follows a reduced schedule of school activities and a supervised job-schedule which are not permitted to have an adverse effect on him/her.

UNIT I-G: JOB ORIENTATION
Lesson 11: Training plan*

I. Behavioral objectives

To provide a job description so that the student will be able to:

- A. develop a training plan for his/her job situation.
- B. differentiate between job related activities and school related activities.

II. Apperceptive base

- Q. Why is cooperative education important to the distributive education student?

III. Motivational approach

- Q. How can we best demonstrate the relationship of cooperative education to what you do on the job?

IV. Aim

To develop a comprehensive training plan.

V. Presentation

Students will develop a training plan highlighting general employment information, occupational objectives, job title, job description and major work categories.

VI. Medial summary

- Q. Which major work category sheets need to be developed for your training plan?

VII. Application

- Q. How will you go about relating training experiences and classroom experiences?

VIII. Final summary

To review the application of the training plan on-the-job and in school.

*Attached is the Standard Training Plan by Professor James B. Robinson.

A STANDARD TRAINING PLAN
FOR
MARKETING AND DISTRIBUTIVE EDUCATION
COOPERATIVE WORK PROGRAMS

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SECTION I. INTRODUCTION

The purpose of this manual is to help distributive education teacher/coordinators to develop and use training plans in their cooperative work programs.

Training plans are like the weather -- everybody talks about them, but woefully few coordinators seem to do anything about them. There are reasons for this -- the cooperative work program already suffers from too many forms; the effective coordinator is a very busy person, with little time for job and task analysis; typically, MADE coordinators face 20 to 50 different jobs each year, needing 20 to 50 different training plans; employers are not anxious to commit themselves to absorbing and implementing detailed plans; students have fuzzy or non-existent career objectives; etc.

And yet, the training plan, properly used, can be one of the most effective tools in the coordinator's possession. Aside from the fact that it is required by most state plans, and is specifically included in the evaluative criteria published by the National Study of Secondary School Evaluation, the training plan can help the coordinator accomplish the following:

- * Make on-the-job experiences more systemized and relevant.
- * Individualize instruction.
- * Involve employers in the educational process.
- * Involve students in self-directed activities.
- * Help sell the distributive education program to employers as a true training program, not just a part-time work-study program.
- * Provide a basis for the collection, organization, and utilization of supplemental materials.
- * Help students develop and sharpen skills necessary for advancement toward their career objectives.

This manual should help the teacher/coordinator to achieve these worthwhile goals. In Section II, the development of the Standard Training Plan (STP) is described; in Section III, use of the STP is discussed; Section IV deals with some specific problems concerning training plans encountered by the author; Section V discusses briefly the use of the STP in the new DECA Competitive Event Reorganization program (CER).

The Exhibits include a complete reproducible set of STP parts, a listing of twelve commonly encountered job descriptions from the Dictionary of Occupational Titles (DOT), and additional blank forms for reproduction.

SECTION III. HOW TO USE THE STANDARD TRAINING PLAN

Developing the Individual Training Plan

Training plans should be individualized for each student and for each job. Two basic approaches can be used, either separately or in combination, to produce a working training plan.

Using the STP presented here:

1. Have the student write his own job description and prepare a task listing sheet. Compare this to the STP, lining out tasks not performed and adding tasks not listed in the STP. Eliminate those Major Work Categories that do not apply to the student's job.
2. In conference with the training sponsor or employer, go over the STP, deleting and adding as described above.
3. Combine approaches 1 and 2.

Actually, no training plan should be considered a finished product. The student, his employer, and the coordinator should continuously oversee and update the plan as the student progresses.

Completing the Cover Sheet - Exhibit A

The Cover Sheet is fairly self-explanatory (see Exhibit A). It is recommended that DOT job titles and job descriptions be used for standardization, and so that developed training plans can be reused if possible. Exhibit C presents 12 commonly encountered job descriptions, and a listing of 38 more job titles, which ought to cover most of the jobs encountered in the Marketing And Distributive Education program. For additional job descriptions, it would be wise to consult the current DOT.

Spaces for the DOT code and the US Office of Education code are included. Many states require reporting by these codes. USOE codes are not included in the Exhibit C Cover Sheets, since they are not directly related to the DOT codes.

The job descriptions shown in Exhibit C are from the DOT. When individualizing the STP, the coordinator should line out those parts of the DOT job description that do not apply, and add at the bottom additional duties that apply.

While interviewing the employer or training sponsor, the appropriate Major Work Categories should be checked off. Include only those sheets checked when assembling the finished training plan. All training plans should include Category 1 - Company Policies, and Category 12 - Career Development. If additional Major Work Categories are necessary, they can be written in underneath the twelve categories preprinted on the form.

Completing the Major Work Categories - Exhibit B

A separate sheet is provided for each of the 12 Major Work Categories (see Exhibits B1 through B12).

Since a 12-page training plan would probably defeat its own purpose, it is recommended that Category 11 - Other Specific Job Duties, be used whenever only one or two items from another category apply. Just copy the task(s) onto the Category 11 sheet, and eliminate the other sheet. In this manner, most training plans can be limited to five or six sheets, plus the cover sheet.

Space is also provided on each sheet for additional tasks in that area. To keep things organized, tasks unrelated to a particular area should appear in Category 11, not spread throughout the other categories. The coordinator may have to make up a whole new category for a unique job. Blank Learning Experience Sheets are included in Exhibit D for this purpose.

Columns appear on the right for both on-the-job and in-school experiences. Almost every task will be learned on-the-job, and a check should so indicate, but it reassures the employer to know that his efforts are backed up by practical classroom instruction. The coordinator should check off those items he will be covering in class as he develops the training plan with the employer. When the student demonstrates mastery of a given task, it can be dated and initialled in the appropriate column.

Category 1 - Company Policies

This category, along with Category 12 - Career Development, should be included in every training plan, since all work stations have policies which students must learn. Most of these are "knowing" items, as opposed to "doing" items, or skills. The other major categories include primarily skill items, since the ability to do something subsumes the knowledge necessary to do it.

Category 2 - Selling

This category should be included in any training plan where the student sells directly to customers. Sizing, fitting and measurement items can be lined out if not applicable, and additional duties can be added -- but check Category 4 - Other Sales Transactions, first.

Category 3 - Cash Register Operation

This category should be used whenever the student must operate a cash register as part of his/her duties. Combined with Category 4 - Other Sales Transactions, it substantially covers the jobs of Cashier and Cashier-Checker. The tasks listed are generalized, and can apply to any cash register.

Category 4 - Other Sales Transactions

This is a catch-all category for students who sell and/or operate a

cash register. It could easily cover two or three pages, but only those tasks most commonly found have been included. Many of these tasks would be suitable for career development for students in entry-level jobs.

Category 5 - Product / Service Technology

This is another knowledge category, as opposed to a skill category. It would be impractical to produce a sheet for every type of product, and every class of knowledge about each product. Note the comment at the bottom of the page -- it details what the student should know about each product listed. The coordinator and employer (and student) list each product (e.g., men's shirts) on the form and the student goes to work. It would be wise to avoid brand names and stick to product classes when listing, but the form can be used either way.

Category 6 - Stockkeeping and Inventory

Most salespeople have some stockkeeping and inventory duties. If the student is responsible for just a few of these tasks, eliminate this page and write the tasks in Category 11 - Other Specific Job Duties. This category is mainly for the student whose major duties lie in this area, and whose job title would be Laborer, Storer or Stock Clerk.

Category 7 - Reports and Records

As with the Product / Service Technology category, to list all possible reports and records the student might be responsible for is impractical. The employer and coordinator should prepare this list, using the work station's terminology. This category can be omitted from many training plans where the job has no, or just a few, reporting or recording requirements.

Category 8 - Receiving and Checking

This category is for the student employed by a warehouse, wholesaler, or in a receiving department. It can easily be omitted from the training plans of students not so employed. Special forms and procedures used at the training stations should be listed in Category 7 - Reports and Records.

Category 9 - Marking

This category is included separately because many salespeople have these responsibilities, as do stock clerks and receiving clerks, but not all do. Thus the category can be either included or omitted, depending upon the job requirements.

Category 10 - Display and Advertising

Despite the popularity of these two topics in the Marketing And Distributive Education classroom, relatively few cooperative work students ever are required to perform tasks in these areas, particularly in advertising. This category may be supplement Category 12 - Career Development, for this reason. It may also encourage the employer to allow the student holding an entry-level job to perform in advanced areas.

Category 11 - Other Specific Job Duties

Obviously, the preceding ten categories do not provide a comprehensive listing of all tasks performed by all cooperative work students in distributive education. For instance, an Automobile Service Station Attendant's duties are sketchily covered. This category is included so the employer and coordinator can add items not elsewhere covered. In some very special cases, when the training plan must be made from scratch, duplicates of this sheet would be added to Categories 1 and 12 to make up the entire plan.

Category 12 - Career Development

This category is the most important, and most overlooked, in any training plan. Listing items here requires the imagination of the student, the employer and the coordinator. In many cases, the job held is only marginally related to the student's ultimate career objective (e.g., advertising, real estate sales). All parties must be on the outlook for those tasks performed at the work station, but not in the student's regular job, which can help move him toward his ultimate goal. This category, along with Category 1, should be a part of every training plan.

Distribution

Once the training plan is developed, copies should be provided the employer and the student. The coordinator should also keep a copy. Sometimes it is a good idea to provide parents with a copy, too. Their support is often helpful in getting problem students through the program.

In a well-run program, Training Agreements, Student Agreements and Student Evaluation forms are used. Sometimes coordinators pass out copies of their courses of study, a handbook for employers, and other materials. In these cases, it is probably wise to provide the employer with a folder to keep the materials in, with the student's name and the name of the school and program prominently displayed. Materials should probably be introduced into this folder gradually -- nothing discourages a busy employer more than a thick sheaf of papers to wade through all at once.

Follow Up

A training plan that no one looks at is worse than useless. It is an unfulfilled promise. Plans should be reviewed with the student periodically in class, and the coordinator should be seeking to update and add to the plan constantly.

On training station calls, the plan provides a basis for discussion of the student's progress, and an entree (sometimes) for added experiences and responsibilities. The coordinator should initial those items the student has mastered only when the employer (or training sponsor) agrees that he has attained that mastery. There is a side benefit to this -- very often the employer is brought to realize just how much his cooperative work student has progressed by going through the training plan. This helps sell the program.

Using Exhibit C - Commonly Encountered Job Descriptions

Writing a job description can be a stumbling block to preparing a training plan. Most employers in the field of distribution don't have them, particularly for their entry level jobs. Exhibit C is included to make the job easier for the coordinator.

Twelve commonly encountered job descriptions have been extracted from the DOT and preprinted on twelve Cover Sheets. These are designed to be removed from the manual and copied. The descriptions are from the DOT, with some minor editing.

To cover other job descriptions, not here included, the coordinator is encouraged to refer to the DOT, which is probably available in the local guidance office, or at least at a nearby US Employment Service office.

In those rare instances when the employer does have written job descriptions, of course, the coordinator can merely copy the existing description into the space provided on a blank Cover Sheet.

SECTION IV. SPECIAL PROBLEMS CONCERNING TRAINING PLANS

Coordinators give many reasons for not using training plans. The STP is designed to help answer the major reasons -- no time, too much work, don't have the resources, etc. Several other objections have been heard at coordinator workshops and other gatherings where training plans have been discussed. They are presented (and answered, I hope) below.

"My employers don't want to be bothered."

Often a coordinator who has never tried training plans says, "My employers wouldn't accept anything like this -- they don't want to be bothered." If it is really true that an employer would reject a training plan, he would probably reject all the other forms used in coordination, too, and his training role as well. The cooperative work student is thus reduced to a part-time employee only, and this obviously is not the best training station in the world to have. A conscientious coordinator would not accept it.

But training plans are like any other product or service -- they can be sold. The benefits are already listed in Section I. The tactics are simple -- introduce the STP to the Advisory Committee, going over the benefits and also mentioning the State and National guidelines referred to in Section I. Consider changing the plan in accordance with their comments. Once they approve it, type on the master Cover Sheet, "Approved by the MADE Advisory Committee, John Hones, President." Now when the employer is presented with the plan, he can be told that the Advisory Committee has made it part of the program.

There is another way, somewhat more devious and a little less effective. If an employer rejects the training plan, do not let him have a copy. Let

the student, using his own copy, take the initiative to master the tasks listed. Bring your copy to all training station visits, use it as a basis for discussion, and keep track of student progress with it, but only let the employer look at it -- don't let him keep a copy. After several visits, the employer may ask for a copy, which solves the problem.

Most employers want to do right by their cooperative work students, but they need guidance and support. The coordinator should provide these, and training plans are an excellent way to help.

"I have a student who wants to be a dress designer, and the Standard Training Plan is no help at all."

In every Marketing and Distributive Education class, there is at least one unique career objective, one that the coordinator has never worked with before. Career objectives change, but training stations do not. The student with the unique career objective is probably going to have a very un-unique cooperative job. The key is found in Section 12 - Career Development, and the answer to this problem is in the discussion of Exhibit B12 on Page 67. The STP's first eleven sections can cover the job, and Section 12 can include tasks and experiences consonant with the unique career objective.

"My students don't have career objectives."

It is not unusual for teenagers to lack career goals, or to change goals frequently. Perhaps coordinators should accept this as natural -- late adolescence is a time for exploring. But people don't explore very well if they don't know what they're looking for. Baseball would not be a very interesting game without a home plate, and vocational or career education is not very interesting without a career objective.

If a student cannot express a career objective, then the coordinator should settle for an exploratory objective. Rather than, "Buyer in a department store," accept, "Exploration of department store sales or management." Unless or until the majority of school systems adopt the career education approach to curriculum construction, with exploration in the middle school years, coordinators will continue to encounter students who don't know enough about the world of work to make an informed career choice. An exploratory goal is the most logical answer.

Accepting no goal at all is foolish. How will the student ever achieve any feeling of accomplishment? This is one area where the coordinator should not compromise. Once an objective is stated, the STP becomes a road map for attaining that objective, and should be so presented.

"I gave my employer a training plan, and he filed it away and never looked at it."

Busy employers often file things away -- things the coordinator considers crucial to his program. The suggestions given in Section III, under Follow Up, should answer this problem. By giving the employer a folder, the coordinator at least knows where the employer's copy is. By

using his own copy as a basis for discussion, the coordinator subtly indicates the importance of the plan. Often it helps to persuade the employer to give the folder to the student's training sponsor, the actual on-the-job supervisor.

This discussion by no means exhausts the list of possible objections to training plans. The majority of objections center inside the head of the coordinator. Once he sees the value of the training plan approach to his program, and more importantly, to the development of his students, outside objections will tend to melt away.

SECTION V. USING THE STP IN DECA'S COMPETITIVE EVENT REORGANIZATION PROGRAM (CER)

<u>Major Work Categories (STP)</u>	<u>Instructional Categories (CER)</u>
Company Policies	(Operations) (Management)
Selling	Selling
Cash Register Operation	Selling (Mathematics)
Other Sales Transactions	Selling (Management) (Operations)
Product/Service Technology	Product/Service Technology
Stockkeeping and Inventory	(Merchandising) (Operations)
Reports and Records	(Merchandising) (Operations)
Receiving and Checking	(Merchandising) (Operations)
Marking	(Merchandising) (Operations)
Display and Advertising	Advertising Display
Other Specific Duties	
Career Development	

Communications and Human Relations (and most Mathematics) CER instructional categories, are not directly represented by any tasks listed in the STP.

There is certainly overlap, and coordinators can use the STP to help prepare students for CER. Probably even more important is the fact that they can use the CER competency lists to add to tasks in the STP, particularly under "Other Specific Duties" and "Career Development".

CER will certainly continue to develop and change over the next several years. When it reaches some fairly permanent form, it may be useful to develop training plans based on its listed competencies. In its present stage of development, however, the best approach to take to marrying CER with the STP (or any training plan approach) is to use the training plan itself as described, provide the student with his own list of CER competencies (early in the year), and let him coordinate the two.

In general, it is safe to say that a student in a cooperative job with a training plan (given also the other necessary ingredients of an effective cooperative work program) will do better in competitive events than a student without a training plan.

SECTION VI. CONCLUSION

Use of this manual and the proposed Standard Training Plan should simplify the otherwise forbidding task of composing 15 or 20 (or more) different training plans each year, and reduce this task to a "do-able" job. The benefits -- to students, to employers, to cooperative work programs -- of using training plans cannot be overstated. Training plans work.

I sincerely hope that you, the coordinator in the field, will capitalize on the work presented here, develop individualized training plans for your students, and realize the benefits to your program that will result.

EXHIBIT A

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____
Coordinator: _____ Phone: _____
Trainee: _____
Occupational Objective: _____
Training Station: _____ USOE Code: _____
Date _____ Date _____
Training Sponsor: _____ Begun: _____ Ended: _____
Job Title: _____ DOT Code: _____
Job Description:

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development |

EXHIBIT B

MAJOR WORK CATEGORY SHEETS

Exhibits B1 through B12 are the Major Work Categories and task listing sheets developed for the STP. A brief explanatory note on each category is included in Section III. These sheets are meant to be removed from this manual and used as masters to reproduce a supply sufficient to the coordinator's needs. The coordinator can number the pages of the completed training plan for each of his students for control purposes.

LEARNING EXPERIENCE	Check where instruction will be given			
	Training Station	Date	Class-room.	Date
1. Company Policies				
a. File working papers				
b. Know work schedule				
c. Know dress regulations				
d. Operate time clock				
e. Know wage policy				
f. Know pay procedure				
g. Know commission policy				
h. Know employee discount policy				
i. Know anti-shoplifting procedures				
j. Know merchandise security practices				
k. Know store organization				
l. Know store hours				
m. Know absence and lateness procedures				
n. Know safety procedures				
o. Know fire regulations				
p. Know telephone procedures				
q. Other company policies (list)				

LEARNING EXPERIENCE	Check where instruction will be given			
	Training Station	Date	Class-room	Date
2. Selling				
a. Use merchandise approach				
b. Use service approach				
c. Use greeting approach				
d. Determine customers' needs				
e. Determine size				
f. Assist in fitting				
g. Take measurements				
h. Demonstrate merchandise				
i. Use selling points				
j. Handle objections				
k. Use closing techniques				
l. Substitution sell				
m. Trade up				
n. Multiple sell				
o. Take telephone orders				
p. Maintain customer file				
q. Other selling duties (list)				

LEARNING EXPERIENCE	Check where instruction will be given			
	Training Station	Date	Class-room	Date
3. Cash Register Operation				
a. Open register				
b. Change tapes				
c. Ring sales				
d. Operate special keys				
e. Make change				
f. Close out register				
g. Use "No Sale" key				
h. Record overrings				
i. Record underrings				
j. Record overage				
k. Record shortage				
l. Follow cash turn-in procedure				
m. Compute sales tax				
n. Other cash register procedures (list)				

LEARNING EXPERIENCE	Check where instruction will be given			
	Training Station	Date	Class-room	Date
4. Other Sales Transactions				
a. Handle credit card sale				
b. Operate charge plate stamper				
c. Obtain credit authorization				
d. Handle company charge account sale				
e. Write sales slip				
f. Issue trading stamps				
g. Handle refund				
h. Handle replacement				
i. Handle lay-away sale				
j. Handle gift certificate				
k. Handle credit memorandum				
l. Know delivery policy				
m. Wrap/bag merchandise				
n. Gift wrap merchandise				
o. Handle check payment				
p. Other sales transactions (list)				

Check where instructions will
be given

LEARNING EXPERIENCES

Training
Station

Date _____

Class-
room

Date _____

5. Product/Service Technology
(List products or services)

Students will know: brand names, quality, styles, uses, quantity, computations, prices, sizes - measurements - alterations, color and color combinations, care and maintenance, etc., about each product listed.

LEARNING EXPERIENCE	Check where instructions will be given			
	Training Station	Date	Class- room	Date
6. Stockkeeping and Inventory				
a. Clean floors				
b. Clean counters				
c. Clean glass				
d. Clean and dust merchandise				
e. Arrange merchandise				
f. Repackage merchandise				
g. Rotate stock				
h. Put out new merchandise				
i. Requisition from stockroom				
j. Reorder merchandise				
k. Take physical inventory				
l. Compute perpetual inventory				
m. Handle intrastore transfers				
n. Other stockkeeping/inventory duties (list)				

[illegible]

Student will know how to complete all reports and records listed.

LEARNING EXPERIENCE	Check where instruction will be given			
	Training Station	Date	Class-room	Date
8. Receiving and Checking				
a. Check shipments against bill of lading				
b. Check shipments against invoice				
c. Conduct bill check				
d. Inspect incoming merchandise				
e. Store incoming merchandise in stockroom(s)				
f. Fill orders from stock				
g. Deliver orders from stock				
h. Operate stock handling equipment				
(1) Hand truck				
(2) Conveyor system				
(3) Freight elevator				
(4)				
(5)				
i. Other receiving and checking duties (list)				

LEARNING EXPERIENCE	Check where instruction will be given			
	Training Station	Date	Class-room	Date
9. Marking				
a. Prepare price tickets				
(1) Cost code				
(2) Seasonal code				
(3) Vendor code				
(4) Markups				
(5) Markdowns				
b. Prepare string tickets				
c. Prepare pressure tickets				
d. Prepare pin tickets				
e. Operate marking machines				
(1) Pin machine				
(2) String ticket machine				
(3) Pressure ticket machine				
(4) Hand stamper				
f. Other marking duties (list)				

LEARNING EXPERIENCES	Check where instructions will be given			
	Training Station	Date	Class-room	Date
10. Display and Advertising				
a. Set up counter display				
b. Set up shelf display				
c. Set up mass display				
d. Set up window display				
e. Use display fixtures				
(1) T stands				
(2) Forms				
(3) Manequins				
(4)				
(5)				
f. Set up manufacturer's displays				
g. Assemble merchandise for display				
h. Maintain rack display				
i. Print display cards				
j. Requisition display cards				
k. Write advertising copy				
l. Prepare advertising layout				
m. Other display and advertising duties (list)				

LEARNING EXPERIENCES

Date _____

Date _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of legal pads. There is no handwriting or other markings on the page.

80

Check where instruction will be given

LEARNING EXPERIENCE

Training
Station

Date _____

Class-
room

Date _____

12. Career Development

a. Know company promotion policy

b. Know company advanced training opportunities

Student will have the opportunity to pursue the above listed topics leading to advancement in his/her chosen field.

COMMONLY ENCOUNTERED JOB DESCRIPTIONS

Included here are twelve of the most commonly encountered job descriptions in Marketing And Distributive Education, preprinted on Cover Sheets. These sheets are meant to be removed and reproduced as needed by the coordinator.

The job descriptions presented here are:

- EXHIBIT C 1 AUTOMOBILE-SERVICE STATION ATTENDANT
- EXHIBIT C 2 CASHIER II
- EXHIBIT C 3 CASHIER - CHECKER
- EXHIBIT C 4 FOUNTAIN MAN (FOUNTAIN GIRL)
- EXHIBIT C 5 LABORER, STORES
- EXHIBIT C 6 SALES CLERK
- EXHIBIT C 7 SALESPERSON, GENERAL
- EXHIBIT C 8 SALESPERSON, FOOD
- EXHIBIT C 9 SALESPERSON, MEN'S AND BOYS' CLOTHING
- EXHIBIT C 10 SALESPERSON, WOMEN'S GARMENTS
- EXHIBIT C 11 STOCK CLERK
- EXHIBIT C 12 WAITER, INFORMAL (WAITRESS)

Other job descriptions and DOT codes of interest to the Marketing And Distributive Education coordinator are:

1. Bagger (920.887)
2. Buyer, Assistant (162.258)
3. Cashier, Courtesy booth (211.468)
4. Deliveryman (919.883)
5. Desk clerk (211.468)
6. Display man (298.081)
7. Fashion coordinator (185.158)
8. Hostess, restaurant or coffee shop (310.868)
9. Hotel clerk (242.368)
10. Recreation - Facility attendant (341.368)
11. Sales attendant (290.468)
12. Sales check writer (243.468)
13. Salesman-Driver (292.358)

14. Salesperson, automobile accessories (280.458)
15. Salesperson, books (289.358)
16. Salesperson, cosmetics and toiletries (266.358)
17. Salesperson, curtain and drapery (263.358)
18. Salesperson, fashion accessories (263.358)
19. Salesperson, flowers (260.458)
20. Salesperson, flying squad (289.458)
21. Salesperson, furniture (274.358)
22. Salesperson, general hardware (276.358)
23. Salesperson, Hi-fi (278.258)
24. Salesperson, infants' and children's wear (263.458)
25. Salesperson, jewelry (283.358)
26. Salesperson, lawn and garden equipment and supplies (277.358)
27. Salesperson, men's furnishings (263.358)
28. Salesperson, parts (289.358)
29. Salesperson, pets and pet supplies (289.358)
30. Salesperson, photographic equipment and supplies (285.358)
31. Salesperson, shoes (263.358)
32. Salesperson, sporting goods (286.358)
33. Salesperson, television and appliances (278.358)
34. Salesperson, yard goods (263.458)
35. Service-Establishment attendant (369.478)
36. Stock girl, women's apparel (299.887)
37. Ticket seller (211.468)
38. Yardman (929.137)

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date begun: _____ Date ended: _____

Job Title: AUTOMOBILE-SERVICE STATION ATTENDANT DOT
Code: 915.867

Job Description:

Services automobiles, buses, and other automotive vehicles with fuel, lubricants, and accessories: fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil. Replaces accessories, such as oil filter, air filter, windshield wiper blades and fan belt. Installs antifreeze and changes spark plugs. Repairs or replaces tires. Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date _____
begun: _____ ended: _____

Job Title: CASHIER II DOT
Code: 211.468

Job Description:

Receives cash from customers or employees in payment for goods or services and records amounts received: recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps.

Major Work Categories (Check only those sheets included):

- | | | | |
|--------------------------|-------------------------------|--------------------------|-------------------------------|
| ☐ | 1. Company Policies | ☐ | 7. Reports and Records |
| ☐ | 2. Selling | ☐ | 8. Receiving and Checking |
| ☐ | 3. Cash Register Operation | ☐ | 9. Marking |
| ☐ | 4. Other Sales Transactions | ☐ | 10. Display and Advertising |
| ☐ | 5. Product/Service Technology | ☐ | 11. Other Specific Job Duties |
| ☐ | 6. Stockkeeping and Inventory | ☐ | 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____
Date _____ Date _____
Training Sponsor: _____ begun: _____ ended: _____
DOT _____
Job Title: CASHIER - CHECKER Code: 299.468

Job Description:

Itemizes and totals customer's purchases in self-service grocery or department store, using cash register: reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise and issue trading stamps.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date _____
begun: _____ ended: _____

Job Title: FOUNTAIN MAN (FOUNTAIN GIRL) DOT
Code: 319.878

Job Description:

Prepares and serves soft drinks and ice-cream dishes, such as ice-cream sundaes, malted milks, sodas, and fruit ades, using memorized formulas and methods or following written directions. Cleans glasses, dishes, and fountain equipment and polishes metalwork on fountain. May prepare and serve sandwiches or other foods.

Major Work Categories (Check only those sheets included):

- | | | | |
|--------------------------|-------------------------------|--------------------------|-------------------------------|
| ☐ | 1. Company Policies | ☐ | 7. Reports and Records |
| ☐ | 2. Selling | ☐ | 8. Receiving and Checking |
| ☐ | 3. Cash Register Operation | ☐ | 9. Marking |
| ☐ | 4. Other Sales Transactions | ☐ | 10. Display and Advertising |
| ☐ | 5. Product/Service Technology | ☐ | 11. Other Specific Job Duties |
| ☐ | 6. Stockkeeping and Inventory | ☐ | 12. Career Development |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date
begun: _____ ended: _____

Job Title: LABORER, STORES DOT
Code: 922.887

Job Description:

Performs any combination of the following tasks to receive, store, ship and distribute materials, tools, equipment, and products within establishments as directed. Conveys materials and items from receiving or production areas to storage by hand or using truck. Sorts and hangs materials on racks or places items on shelves or in bins according to predetermined sequence, such as size, type, or product code, storing perishable goods in refrigerated rooms. Marks materials or containers with identifying information, using stencil or crayon. Opens bales, crates and other containers using handtools. Fills requisitions, work orders, or requests for materials, tools, or other stock items to workers by placing them on conveyor or truck. Loads materials or products onto skid, pallet, or truck, prepares and attaches platform using handtruck or powered truck. Stows materials or products in motortrucks or railroad cars. Keeps record of materials or items received or distributed. Packs material for distribution within plant, weighing or counting them to insure conformance to company standards. Loads rolls of materials in machine holders. Arranges stock parts in specified sequence for assembly by other workers. Makes repairs to stock items, such as replacint worn or broken drill bits, sharpening knives, and removing rough edges with sandpaper. May be known according to specific task performed as COOLER MAN, ORDER FILLER, PRODUCE CLERK, TOOK CHASER.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____Training Sponsor: _____ Date _____ Date
begun: _____ ended: _____Job Title: SALES CLERK DOT
Code: 290.478Job Description:

Receives payment for merchandise, such as bakery goods, magazines, groceries, books, and tobacco selected by customer: wraps or bags merchandise. Keeps shelves stocked with merchandise. May keep record of sales, prepare inventory of stock, or order merchandise.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date begun: _____ Date ended: _____

Job Title: SALESPERSON, GENERAL DOT Code: 289.458

Job Description:

Sells variety of commodities in sales establishments performing duties as described under SALESPERSON: (Displays, describes, and sells to individuals, merchandise... utilizing general knowledge of the characteristics, quality, and merit of items sold: Sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of article, such as quality, style and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.)

Displays merchandise, describes selling features to customer, and advises customer in making selection by explaining use of particular article or suggesting other articles. Prepares sales slip and receives payment for article. Replenishes supply of merchandise on display. May demonstrate use of merchandise. May examine defective article returned by customer to determine if refund or replacement should be made. May estimate quantity of merchandise required to fill customer's need.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date
begun: _____ ended: _____

Job Title: SALESPERSON, FOOD DOT
Code: 290.877

Job Description:

Prepares and sells groceries, fruits and vegetables, dairy products, meat, fish, poultry, or prepared foods in food stores, such as delicatessen, grocery store, and meat or fish market; sets up displays on counters, shelves, or in bins. Fills customer order, performing duties such as obtaining items from shelves, cleaning poultry, scaling and trimming fish, or slicing delicatessen meat or cheese, using slicing machine. Lists and adds prices, weighs items, such as produce, meat, and poultry, to determine price, and informs customer of total price of purchases. Receives money for purchase. Bags or wraps purchases for customers. May be designated according to type of food sold as FISHMAN, GROCERY CLERK, MEAT COUNTERMAN, PRODUCE MAN.

Major Work Categories (Check only those sheets included):

- | | |
|--------------------------|-------------------------------|
| ☐ | 1. Company Policies |
| ☐ | 2. Selling |
| ☐ | 3. Cash Register Operation |
| ☐ | 4. Other Sales Transactions |
| ☐ | 5. Product/Service Technology |
| ☐ | 6. Stockkeeping and Inventory |

- | | |
|--------------------------|-------------------------------|
| ☐ | 7. Reports and Records |
| ☐ | 8. Receiving and Checking |
| ☐ | 9. Marking |
| ☐ | 10. Display and Advertising |
| ☐ | 11. Other Specific Job Duties |
| ☐ | 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date _____
begun: _____ ended: _____
DOT

Job Title: SALESPERSON, MEN'S AND BOYS' CLOTHING Code: 263.458

Job Description:

Sells men's and boys' outer garments, such as suits, trousers, and coats, performing duties as described under SALESPERSON: (Displays, describes, and sells to individuals, merchandise... utilizing general knowledge of the characteristics, quality, and merit of items sold: sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of articles, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.)

Advises customer of prevailing styles and suitability of garments. Answers questions relative to texture or design of garment. Selects standard-sized garments nearest to customer's measurements. May mark garment for alterations. May advise customer concerning attire for various social functions.

Major Work Categories (Check only those sheets included):

- | | |
|--------------------------|-------------------------------|
| ☐ | 1. Company Policies |
| ☐ | 2. Selling |
| ☐ | 3. Cash Register Operation |
| ☐ | 4. Other Sales Transactions |
| ☐ | 5. Product/Service Technology |
| ☐ | 6. Stockkeeping and Inventory |

- | | |
|--------------------------|-------------------------------|
| ☐ | 7. Reports and Records |
| ☐ | 8. Receiving and Checking |
| ☐ | 9. Marking |
| ☐ | 10. Display and Advertising |
| ☐ | 11. Other Specific Job Duties |
| ☐ | 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date
begun: _____ ended: _____

Job Title: SALESPERSON, WOMEN'S GARMENTS DOT
Code: 263.458

Job Description:

Sells women's clothing, such as coats, suits, formal gowns, and dresses, performing duties as described under SALESPERSON: (Displays, describes, and sells to individuals, merchandise... utilizing general knowledge of the characteristics, quality, and merit of items sold: sells merchandise from sales floor. Ascertains make, type and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of articles, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.)

Advises customer as to current fashion and recommends style of garment to suit age and figure. Answers questions regarding weave, washability, durability, or color fastness of various fabrics. Suggests types of garments for all occasions. May make repairs or alterations.

Major Work Categories (Check only those sheets included):

- | | |
|--------------------------|-------------------------------|
| ☐ | 1. Company Policies |
| ☐ | 2. Selling |
| ☐ | 3. Cash Register Operation |
| ☐ | 4. Other Sales Transactions |
| ☐ | 5. Product/Service Technology |
| ☐ | 6. Stockkeeping and Inventory |

- | | |
|--------------------------|-------------------------------|
| ☐ | 7. Reports and Records |
| ☐ | 8. Receiving and Checking |
| ☐ | 9. Marking |
| ☐ | 10. Display and Advertising |
| ☐ | 11. Other Specific Job Duties |
| ☐ | 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date
begun: _____ ended: _____

Job Title: STOCK CLERK DOT
Code: 223.387

Job Description:

Receives, stores, and issues equipment, materials, supplies, merchandise, foodstuffs, or tools, and compiles stock records in the stockroom, warehouse or storage yard. Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices. Examines stock to verify conformance to specifications. Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size or type of material. Fills orders or issues supplies from stock. Prepares periodic special or perpetual inventory of stock. Requisitions articles to fill incoming orders. Compiles reports of use of stock handling equipment, adjustments of inventory counts and stock records, spoilage or damage to stock, location changes, and refusal of shipments. May mark identifying codes, figures, or letters on articles. May distribute stock among production workers, keeping records of material issued. May make adjustments or repairs to articles carried in stock. May determine methods of storage, identification, and stock location, considering temperature, humidity, height and weight limits, turnover, floor loading capacities, and required space. May cut stock to size to fill order.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development. |

MARKETING AND DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE
Code: _____

Training Sponsor: _____ Date _____ Date
begun: _____ ended: _____

Job Title: WAITER, INFORMAL (WAITRESS) DOT
Code: 311.878

Job Description:

Serves food to patrons at lunchrooms, and other eating establishments where food service is informal: presents menu, answers questions, makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes clients to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to cashier. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

Major Work Categories (Check only those sheets included):

- | | |
|--|--|
| ☐ 1. Company Policies | ☐ 7. Reports and Records |
| ☐ 2. Selling | ☐ 8. Receiving and Checking |
| ☐ 3. Cash Register Operation | ☐ 9. Marking |
| ☐ 4. Other Sales Transactions | ☐ 10. Display and Advertising |
| ☐ 5. Product/Service Technology | ☐ 11. Other Specific Job Duties |
| ☐ 6. Stockkeeping and Inventory | ☐ 12. Career Development. |

UNIT I-H: JOB ORIENTATION
Lesson 12: Legal requirements

I. Behavioral objectives

To acquaint the student with documents from various legal agencies so that he/she will be able to:

- A. discuss federal, state and local laws as they relate to the student worker.
- B. review the proper procedures for the formulation of employment records.

II. Apperceptive base

- Q. What are the legal requirements a student must meet in order to participate in this program?

III. Motivational approach

- Q. In the world of work we are all governed by laws. How does this affect you?

IV. Aim

To identify legal requirements pertaining to cooperative education students.

V. Presentation

Question and answer.

Why: Social security - W4 form, workmen's compensation,
Labor laws - Unions
Working papers

VI. Medial summary

- Q. What is the value to the cooperative student of having a working knowledge of the law?

VII. Application

Students will fill out demonstration copy of the wage-and-hour sheet.

VIII. Final summary

Emphasize: A. Importance of legal requirements

- B. Completion of wage-and-hour sheets each month neatly and accurately.

MARKETING AND DISTRIBUTIVE EDUCATION
MONTHLY EMPLOYMENT RECORD

Student's name: _____ Month of: _____

Soc. Sec. No.: _____ Age: _____ Hourly wage: _____

Person who is most familiar with my work:

Name: _____

Title: _____

<u>Week Ending</u>	<u>Hours</u>	<u>Wages</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total hours: _____ Total wages \$ _____

Employer's signature: _____

Coordinator's signature: _____

Return to:

TEACHER COORDINATOR
MARKETING AND DISTRIBUTIVE EDUCATION

UNIT I-I: JOB ORIENTATION
Lesson 13: Safety * (see special footnote)

I. Behavioral objective

To give a presentation on safety so that the student will be able to:
A. be alert to potential job hazards
B. practice preventive safety.

II. Apperceptive base

Q. How knowledgeable are you as to the dangers that exist for the average worker in the world of work?

III. Motivational approach

Accidents on the job not only mean loss of production hours but loss of income to you.

IV. Aim

To familiarize students with procedures and related hazards of their jobs.

V. Presentation

Demonstration - Using transparencies highlight safety rules on varied distributive occupations.

VI. Medial summary

Q. What are some of the safety rules on your job?

VII. Application

Submit a safety report on your present job, and attach any company's safety policies.

VIII. Final summary

Develop the 10 most important safety tips for the average worker on the job.

* Reference:

Safety Retail Service Occupations
John A. Wanat
Director Cooperative Vocational
Technical Education
Department of Education
225 West State St.
Trenton, N.J. 08625

II. UNIT OUTLINE FOR SELLING

A. Introduction to selling

1. Definition
2. Responsibilities
3. Working conditions
4. Requirements
5. Earnings
6. Advancement

B. Pre-approach

1. Getting ready for the customer
2. Merchandise information

C. Approach

1. Customer's mental stages
 - (a) attention
 - (b) interest
 - (c) desire
 - (d) conviction
 - (e) action
2. Types of approaches
 - (a) personal
 - (b) merchandise
 - (c) service
 - (d) question

D. Determining wants/needs

1. Listen
2. Ask questions
3. Observe reactions
4. Customer types

E. Presentation

1. Selecting the merchandise to present
 - (a) particular brand called for
 - (b) goods from sales floor
 - (c) advertised goods
 - (d) popular styles
 - (e) displayed goods
2. Demonstration - How it works
3. Customer participation
 - (a) hearing
 - (b) touching
 - (c) seeing
 - (d) smelling
 - (e) listening

4. Emphasize product features/benefits (salestalk)
 - (a) quality
 - (b) durability
 - (c) price
 - (d) care of merchandise
 - (e) style

F. Overcoming objections

1. Types of objections
 - (a) excuses
 - (b) failure to meet needs
 - (c) price
 - (d) quality
 - (e) style
2. Meeting objections
 - (a) anticipating customers' objections
 - (b) courtesy
 - (c) patience
 - (d) seller's attitude
3. Techniques in dealing with objections
 - (a) boomerang method
 - (b) superior point method
 - (c) question method
 - (d) yes, but method
 - (e) direct denial method

G. Closing the sale

1. When to close a sale
 - (a) customer indicates close
 - (b) natural outcome
 - (c) techniques
 - (1) cash or charge
 - (2) suggest delivery
 - (3) narrow selection
2. Methods of closing a sale
 - (a) reviewing selling points
 - (b) last chance to buy
 - (c) offer a premium
 - (d) closing on the objection

H. Suggestion selling

1. Benefits of suggestion selling
 - (a) increase sales yields, increase in percentage of profit
 - (b) customer approval
2. When to use suggestion selling
 - (a) after buying decision
 - (b) to facilitate the use of the product
3. After the sale is made (goodwill)
 - (a) thank customer
 - (b) show interest
 - (c) be congenial

SELLING

Owner - Manager

General competencies

Knowledge of how to provide information about merchandise which will create desire or interest in customers.

Knowledge of the procedures involved in conducting a cash sales transaction.

Knowledge of the procedures to use when writing out sales checks.

Understanding the ways to handle customer's complaints according to store policy

Knowledge of the selling features of products and/or services.

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

Knowledge of how to operate a cash register properly.

Knowledge of how to process checks received in payment for merchandise purchased.

Ability to determine quickly when price changes are necessary to meet competition.

Count and record till and deposit money with cashier.

Understand fundamental, legal principles covering sale contracts and negotiable instruments.

Handle received-on-account and paid-out transactions.

Master - Employee

General competencies

Knowledge of the procedures involved in conducting a cash sale transaction.

Understanding the ways to handle customer complaints according to store policy.

Knowledge of the selling features of products and/or service.

Occupational category: SELLING
Instructional area: Apparel and Accessories
Level: Owner - Manager

Knowledge of how to provide information about merchandise which will create desire or interest in customers.

Understanding customer loyalty can be built with timely merchandise and friendly service.

Knowledge of how to handle individual differences in customers.

Understanding the customer approaches such as greeting, merchandise and service which may be used when opening a sale.

Knowledge of the procedures to use when writing out sales checks.

Understanding the ways to handle customer complaints according to store policy.

Knowledge of the selling features of products and/or services.

Understanding that stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.

Knowledge of how to analyze customers needs.

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Knowledge of how to best utilize selling space with volume or best sellers.

Understanding the housekeeping duties which must be performed in connection with proper stock care.

Knowledge in locating stock on the selling floor, in an understock or a reserve stock.

Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.

Skill in ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

Skill in advising customer on coordination of accessories.

Skill in opening a sales conversation with a suitable statement or remark.

Skill in determining customers' wants and desires during a sale.

<

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Knowledge in locating stock on the selling floor, in an understock or a reserve stock.

Skill in ability to serve customers in the manner or style that management desires.

A belief that one should live up to promises made to customers.

A feeling that each customer is an individual.

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

Know that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Knowledge of the department/merchandise locations within the store.

Skill in sensing a customer's objections and handling them as effectively as possible.

Skill in ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.

Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.

Skill in ability to question, observe and listen in order to complete a successful sale.

Skill in showing or displaying merchandise in a way that creates interest and desire in customers.

Skill in determining when to close a sale.

Skill in ability to serve customers in the manner or style that management desires.

Ability to tactfully handle difficult customers.

Attitude that customers should be approached promptly and not be kept waiting.

A belief that one should live up to promises made to customers.

A conviction that selling is important to the store and to the company.

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in customer.

Attitude that the customer's objections must be handled and overcome with respect.

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

Attitude that basic product information is necessary to demonstrate good selling practices.

A realization of the importance of the salesperson's position in regard to his/her public relations function.

An awareness that each salesperson should attempt to meet his/her sales quota in order to meet established job performance.

Attitude that the buyer or department manager should be promptly informed of items not in stock for which customers ask.

Attitude that merchandise must be carefully handled to reduce markdowns.

Knowledge of how to prepare or organize stock for fast and accurate counting during an inventory.

Understanding the ways to show or display merchandise to create interest and desire in customers.

Knowledge of how to translate product knowledge into customer benefits.

Understanding ways to demonstrate merchandise to create interest and desire in customers.

Understanding ways to determine how and when to close a sale.

Skill in meeting sales quotas.

Skill in showing a genuine interest in the customer's problem.

Skill in ability to rotate coded items to the front so that older merchandise is sold first.

Skill in listening for indications regarding the prices a customer wants to pay during a sale.

Skill in determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.

A belief that one should take advantage of sales training opportunities.

A feeling that value is added to merchandise that is handled with care and respect.

Attitude that good display of merchandise is a primary factor in developing a customer's interest.

A feeling that the customer needs the service or product being offered.

Attitude of strong interest in the merchandise or service being sold.

Attitude that suggestion selling is a service to the customer and also personal satisfaction for money spent.

Be aware that people usually do not buy merchandise itself; rather, they buy merchandise benefits.

Study literature relating to a product.

Keep customer records in order to build a clientele or following.

Know that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Know that one should give the best customer service with the customer always first in mind.

Know the effects of underselling are often as harmful as overselling.

Analyze the consumer market relative to needs, desires, prices and products.

Develop marketing objectives to realize profit for client.

Point out hidden values of merchandise.

Knowledge of the department and merchandise locations within the store.

Attitude that stocks which are kept fresh and tidy are a true asset during a sale.

Attitude that today's customer keeps up to date on recent developments, is often pre-sold when he/she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortment.

Attitude that today's customer chooses the store where shopping conditions are most pleasant.

Attitude that shelf and special displays sell more merchandise when straightened and resupplied as merchandise is sold down.

Knowledge of how to operate a cash register properly.

Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.

Knowledge of how to redeem merchandise coupons and reimburse customers for correct amounts, according to the store's policies and procedures.

Ability to determine quickly when price changes are necessary to meet competition.

Attitude that the customer by his/her very act of complaining is giving the store an opportunity to correct a possible fault in its operation.

Skill in closing a sale with a statement appropriate to the occasion or the season.

Skill in helping a customer make a buying decision.

Attitude that clean, orderly counters are a method of stimulating sales.

Count and record till and deposit money with cashier.

Know how to get merchandise into the customer's hands to create desire and attachment to the item.

Confer with supervisor on selling problems.

Effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.

Believe that one must know the merchandise being featured in the interior and window displays in order to do an adequate selling job.

Analyze customer's needs.

Know that a combination of seeing, hearing and participation on the part of the customer helps strengthen a sales presentation.

Understand fundamental, legal principles covering sale contracts and negotiable instruments.

Handle received-on-account and paid-out transactions.

Know that in selling, one is appealing to such fundamental human wants as security, love and power.

Believe that, to avoid confusing the customer, a reasonable number of an item should be shown at one time.

Serve more than one customer at a time during rush periods.

Direct customers to other departments and work inter-department sales.

Follow up sales to insure customer satisfaction and sell additional items.

A feeling of sincere interest in customers and their problems.

Attitude that low-stock items must be quickly spotted and refilled immediately from a reserve stock.

Understanding of the ways to help a customer make a buying decision.

Knowledge of the customer approaches such as greeting, merchandise and service, which may be used when opening a sale.

Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.

Knowledge of the store's credit policies terms and credit plans.

Skill in demonstrating merchandise in the ways it may be used by the customer.

A strong interest in the merchandise or service being sold.

A conviction that selling is important to the store and to the economy.

Attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Occupational category: SELLING
Instructional area: Food Services
Level: Owner - Manager

Knowledge of how to provide information about merchandise which will create desire or interest in the customers.

Knowledge of the procedures involved in conducting a cash sale transaction.

Knowledge of the procedures to use when writing out sales checks.

Understanding the ways to handle customer complaints according to store policy.

Knowledge of the selling features of products and/or services.

Knowledge of how to analyze customer needs.

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Knowledge of how to best utilize selling space with volume or best sellers.

Knowledge in locating stock on the selling floor, in an understock or a reserve stock.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

Skill in ability to rotate coded items to the front so that older merchandise is sold first.

Knowledge of how to operate a cash register properly.

Knowledge of how to process checks received in payment for merchandise purchased.

Knowledge of how to redeem merchandise coupons and reimburse customers for correct amounts, according to the store's policy and procedures.

Ability to determine quickly when price changes are necessary to meet competition.

Knowledge of how to properly wash and sterilize drinking, eating and cooking utensils in compliance with sanitary regulations.

Knowledge of how to properly handle charge plates during a charge sales transaction.

Skill in efficiently handling of charge sales transactions.

Attitude that any necessary food items that are "out" or in short supply must be reported immediately.

Attitude that the business life of a restaurant operation depends upon building a clientele of satisfied customers.

Attitude that certain housekeeping duties, such as cleaning and dusting tables and chairs and vacuuming, must be done in order to promote the restaurant as a clean, desirable place to eat.

Count and record till and deposit money with cashier.

Understand fundamental, legal principles covering sale contracts and negotiable instruments.

Handle received-on-account and paid-out transactions.

Knowledge of the procedures for conducting a charge sale transaction.

Knowledge of how to make change and count it back to the customer.

Ability to efficiently handle charge sale transactions.

Ability to efficiently handle a cash sale transaction.

Attitude that clean, sparkling restrooms, well supplied with soap, towels, etc. do much to increase customer goodwill.

Attitude that low stock items must be quickly spotted and refilled immediately from a reserve stock.

Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.

Knowledge of the store's credit policies, terms and credit plans.

Skill in demonstrating merchandise in the ways it may be used by the customer.

Occupational category: SELLING
Instructional area: General merchandise
Level: Owner - Manager

Knowledge of how to provide information about merchandise which will create a desire or interest in customers.

Understanding customer loyalty can be built with timely merchandise and friendly service.

Knowledge of how to handle individual differences in customers.

Understanding the customer approaches such as greeting, merchandise and service, which may be used when opening a sale.

Knowledge of the procedures involved in conducting a cash sale transaction.

Knowledge of the procedures used when writing out sales checks.

Understanding the ways to handle customer complaints according to store policy.

Knowledge of the selling features of products and/or services.

Skill in ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge.

Skill in advising customer on coordination of accessories.

Skill in determining customer wants and needs during a sale.

Skill in opening a sales conversation with a suitable statement or remark.

Skill in sensing a customer's objections and handling them as effectively as possible.

Skill in ability to treat customers with courtesy even though they do not buy in hope that they will return to buy at some future date.

Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.

Skill in ability to determine the buying motives of customers and then appeal to them.

Skill in ability to question, observe and listen in order to complete a successful sale.

Skill in showing or displaying merchandise in a way that creates interest and desire in customers.

Skill in determining when to close a sale.

Skill in ability to determine the correct change and count it back to a customer during a cash sale according to company procedures.

Skill in ability to serve customers in the manner or style that management desires.

Ability to tactfully handle difficult customers.

Attitude that customers should be approached promptly and not be kept waiting.

A belief that one should live up to promises made to customers.

A feeling that each customer is an "individual".

A conviction that selling is important to the store and to the company.

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Attitude that the customer's objections must be handled and overcome with respect.

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

Attitude that basic product information is necessary to demonstrate good selling practices.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

A belief that one should take advantage of sales training opportunities.

A feeling that value is added to merchandise that is handled with care and respect.

Attitude that good display of merchandise is a prime factor in developing a customer's interest.

Know that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Know that one should give the best customer service with the customer always first in mind.

Know that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple than that of another customer.

Knowledge of the department and merchandise locations within the store.

Attitude that stocks which are kept fresh and tidy are a true asset during a sale.

Attitude that today's customer keeps up to date on recent developments, is often pre-sold when he/she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortment.

Attitude that today's customer chooses the store where shopping conditions are most pleasant.

Knowledge of how to operate a cash register properly.

Ability to efficiently handle a cash register.

Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.

Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.

Knowledge of how to process checks received in payment for merchandise purchased.

Count and record till and deposit money with cashier.

Understand fundamental, legal principles covering sale contracts and negotiable instruments.

Handle received-on-account and paid-out transactions.

Occupational category: SELLING
Instructional area: Petroleum
Level: Owner - Manager

Ability to determine quickly when price changes are necessary to meet competition.

Occupational category: SELLING
Instructional area: Apparel and accessories
Level: Master - Employee

Knowledge of how to provide information about merchandise which will create a desire or interest in customers.

Understanding customer loyalty can be built with timely merchandise and friendly service.

Knowledge of how to handle individual differences in customers.

Understanding the customer approaches such as greeting, merchandise and service, which may be used when opening a sale.

Knowledge of the procedures involved in conducting a cash sale transaction.

Knowledge of the procedures to use when writing out sales checks.

Understanding the ways to handle customer complaints according to store policy.

Knowledge of the selling features of products and/or services.

Understanding that stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Understanding the housekeeping duties which must be performed in connection with proper stock care.

Knowledge in locating stock on the selling floor, in an understock or a reserve stock.

Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.

Skill in ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

Skill in advising customer on coordination of accessories.

Skill in opening a sales conversation with a suitable statement or remark.

Skill in determining customers' wants and desires during a sale.

Skill in sensing a customer's objections and handling them as effectively as possible.

Skill in ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.

Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.

Skill in ability to determine the buying motives of customers and then appeal to them.

Skill in ability to question, observe and listen in order to complete a successful sale.

Skill in determining when to close a sale.

Skill in ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.

Skill in ability to serve customers in the manner or style that management desires.

Ability to tactfully handle difficult customers.

Attitude that customers should be approached promptly and not be kept waiting.

A belief that one should live up to promises made to customers.

A feeling that each customer is an "individual".

A conviction that selling is important to the store and to the company.

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Attitude that the customer's objections must be handled and overcome with respect.

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

Attitude that basic product information is necessary to demonstrate good selling practices.

A realization of the importance of the salesperson's position in regard to his/her public relations function.

A feeling of pride in being a salesperson.

An awareness that each salesperson should attempt to meet his/her sales quota in order to meet established job performance.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

Attitude that merchandise must be carefully handled to reduce markdowns.

An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.

Knowledge of how to translate product knowledge into customer benefits.

Understanding ways to determine how and when to close a sale.

Skill in showing a genuine interest in the customer's problem.

Skill in relating merchandise benefits to a customer's needs when talking about it.

Skill in ability to rotate coded items to the front so that older merchandise is sold first.

Skill in determining when to approach a customer to open a sale.

Skill in listening for indications regarding the prices a customer wants to pay during a sale.

A belief that one should take advantage of sales training opportunities.

A feeling that value is added to merchandise that is handled with care and respect.

Attitude that good display of merchandise is a prime factor in developing a customer's interest.

A feeling that the customer needs the service or product being offered.

Attitude of a strong interest in the merchandise or service being sold.

Attitude that suggestion selling is a service to the customer and also personal satisfaction for money spent.

Be aware that people usually do not buy merchandise itself, rather, they buy merchandise benefits.

Apply basic principles and techniques of selling.

Study literature relating to a product.

Know that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Know that one should give the best customer service with the customer always first in mind.

Know that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple than that of another customer.

Know the effects of underselling are often as harmful as those of overselling.

Point out hidden values of merchandise.

Greet customers.

Know the importance of credit as a selling tool.

Knowledge of the department and merchandise locations within the store.

Attitude that stocks which are kept fresh and tidy are a true asset during a sale.

Attitude that today's customers keep up to date on recent developments, are often pre-sold when they arrive in the store, are alert to new ideas, want facts about the merchandise and expect wide assortment.

Attitude that today's customer chooses the store where shopping conditions are most pleasant.

Attitude that shelf and special displays sell more merchandise when straightened and resupplied as merchandise is sold down.

Knowledge of how to operate a cash register properly.

Ability to efficiently handle a cash register.

Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.

Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.

Knowledge of how to process checks received in payment for merchandise purchased.

Knowledge of how to redeem merchandise coupons and reimburse customers for correct amounts, according to the store's policy and procedures.

Attitude that the customer by his/her very act of complaining is giving the store an opportunity to correct a possible fault in its operation.

Knowledge of how to properly handle charge plates during a charge sales transaction.

Skill in closing a sale with a statement appropriate to the occasion or the season.

Skill in helping a customer make a buying decision.

Skill to efficiently handle charge sale transactions.

Attitude that clean, orderly counters are a method of stimulating sales.

Count and record till and deposit money with cashier.

Know how to get merchandise into the customer's hands to create desire and attachment to the item.

Believe that one must know the merchandise being featured in the interior and window displays in order to do an adequate selling job.

Know that a combination of seeing, hearing and participating on the part of the customer helps strengthen a sales presentation.

Handle received-on-account and paid-out transactions.

Know that in selling, one is appealing to such fundamental human wants as security, love and power.

Believe that to avoid confusing the customer, a reasonable number of an item should be shown at one time.

Serve more than one customer at one time during rush periods.

Direct customers to other departments and work inter-department sales.

Follow up sales to insure customer satisfaction and sell additional items.

Knowledge of the procedures for conducting a charge sale transaction.

Knowledge of how to make change and count it back to the customer.

Ability to efficiently handle charge sale transactions.

Ability to efficiently handle cash sale transactions.

Skill in properly writing out saleschecks.

A feeling of sincere interest in customers and their problems.

Understanding of the ways to help a customer make a buying decision.

Knowledge of the customer approaches such as greeting, merchandise and service, which may be used when opening a sale.

Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.

Knowledge of the store's credit policies, terms and credit plans.

Skill in demonstrating merchandise in the ways it may be used by the customer.

A strong interest in the merchandise or service being sold.

A conviction that selling is important to the store and to the economy.

Attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Occupational category: SELLING
Instructional area: Advertising
Level: Master - Employee

Knowledge of how to provide information about merchandise which will create desire or interest.

Knowledge of the selling features of products and/or services.

Knowledge of how to translate product knowledge into customer benefits.

Understanding the ways to demonstrate merchandise to create interest and desire in customers.

A feeling that the customers need the service or product being offered.

Attitude of a strong interest in the merchandise or service being sold.

Point out hidden values of merchandise.

Skill in helping a customer make a buying decision.

Analyze customers needs.

Occupational category: SELLING
Instructional area: Finance and Credit
Level: Master - Employee

Understanding the ways to handle customer complaints according to store policy.

Skill in ability to serve customers in the manner or style that management desires.

A belief that one should live up to promises made to customers.

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Know that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Knowledge of the department and merchandise locations within the store.

Skill in helping a customer make a buying decision.

A feeling of sincere interest in customers and their problems.

Knowledge of the store's credit policies, terms and credit plans.

Occupational category: SELLING
Instructional area: Food service
Level: Master - Employee

Skill in ability to serve customers in the manner or style that management desires.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

Occupational category: SELLING
Instructional area: Food marketing
Level: Master - Employee

Knowledge of the procedures involved in conducting a cash sale transaction.

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Knowledge in locating stock on the selling floor, in an understock or a reserve stock.

Skill in ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.

A feeling that each customer is an "individual".

Occupational category: SELLING
Instructional area: General merchandise
Level: Master - Employee

Understanding customer loyalty can be built with timely merchandise and friendly service.

Knowledge of how to handle individual differences in customers.

Understanding the customer approaches such as greeting, merchandise and service which may be used when opening a sale.

Knowledge of the procedures involved in conducting a cash sale transaction.

Knowledge of the procedures to use when writing out saleschecks.

Understanding the ways to handle customer complaints according to store policy.

Knowledge of the selling features of products and/or services.

Understanding that stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.

Knowledge of how to analyze customer's needs.

Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

Knowledge of how to best utilize selling space with volume or best sellers.

Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desires ones.

Skill in ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

Skill in advising customer on coordination of accessories.

Skill in opening a sales conversation with a suitable statement or remark.

Skill in determining customer's wants and desires during a sale.

Skill in sensing a customer's objections and handling them as effectively as possible.

Skill in ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.

Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.

Skill in ability to question, observe and listen in order to complete a successful sale.

Skill in showing or displaying merchandise in a way that creates interest and desire in customers.

Skill in determining when to close a sale.

Skill in ability to determine the correct change and count it back to a customer during a cash sale according to company procedures.

Skill in ability to serve customers in the manner or style that management desires.

Ability to tactfully handle difficult customers.

Attitude that customers should be approached promptly and not be kept waiting.

A belief that one should live up to promises made to customers.

A feeling that each customer is an "individual".

A conviction that selling is important to the store and to the company.

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Attitude that the customer's objections must be dealt with and overcome with respect.

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

Attitude that basic product information is necessary to demonstrate good selling practices.

Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.

Knowledge of how to prepare or organize stock for fast and accurate counting during an inventory.

Know that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Know that one should give the best customer service with the customer always first in mind.

Know that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple than that of another customer.

Knowledge of the department and merchandise locations within the store.

Knowledge of how to assist customers in selecting and weighing the quantity of produce they desire, bagging and price-marking it.

Attitude that stocks which are kept tidy and fresh are a true asset during a sale.

Attitude that today's customer keeps up to date on recent developments, is often pre-sold when he/she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortment.

Attitude that today's customer chooses the store where shopping conditions are most pleasant.

Attitude that shelf and especial displays sell more merchandise when straightened and resupplied as merchandise is sold down.

Knowledge of how to operate a cash register properly.

Ability to efficiently handle a cash register.

Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.

Skill in packing or wrapping a customer's purchases whether it is a take-with purchase or one to be delivered.

Direct customers to other departments and work inter-department sales.

HUMAN RELATIONS

Owner - Manager

General competencies

Skill in exercising self-control during trying situations.

Skill in representing the business favorably to customers and outside business associates.

Skill in avoiding misrepresentations of people, products and policies.

Attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping, timekeeping, and stockkeeping in addition to jobs that require working with money.

Attitude that an awareness that good personal appearance helps create effective customer impressions.

Knowledge of how to get results through people by practicing effective human relations.

Understanding the evidences of poor morale -- high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output, etc.

Knowledge that the supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Skill in selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

Skill in training employees and following up on the effectiveness of training.

Skill in interviewing employees regarding corrections and grievances.

An awareness that good human relations help increase production by stimulating interest and creativeness in employees.

A realization that employee morale is influenced by the supervisor's attitude.

Be aware that understanding others and one's self is a basic to working harmoniously together.

Sponsor new employees in the department/store.

Evaluate the abilities, interests and performance of employees in relation to possible advancement.

Be willing to accept and put into practice the planned policies and procedures of management.

Develop personality traits necessary for successful job performance.

Capitalize on the talents and attributes of employees, both to their benefit and that of the business.

An awareness that motivation is closely connected with communications.

Adapt to the personality and needs of customers.

Master - Employee

General competencies

Knowledge that a positive attitude is usually reflected in one's work.

Skill in exercising self-control during trying situations.

Skill in representing the business favorably to customers and outside business associates.

Skill in demonstrating initiative and creativity.

Attitude that honesty and integrity are personality traits necessary in job situations such as record keeping, timekeeping, and stockkeeping in addition to jobs that require working with money.

Skill in accepting criticism and turning it into a character building element.

A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.

Capitalize on the talents and attributes of employees, both to their benefit and to the benefit of the business.

UNIT II-A: SELLING
Lesson 1: Introduction to selling

I. Behavioral objectives

To hold a class discussion period to enable the student to absorb, then to list all responsibilities, working conditions, requirements, earnings and opportunities for salespeople.

II. Apperceptive base

For this lesson see motivational approach.

III. Motivational approach

Think of the last item you bought. Where did you buy it and why did you buy it there?

IV. Aim

To learn about the job environment of a salesperson.

V. Presentation

Specific material:

Possible guest speaker - salesperson

Topics:

1. definition
2. responsibilities
3. working conditions
4. requirements
5. earnings
6. advancement.

SRA Occupational Brief No. 319

VI. Medial summary

Discussion - Have the students explain the duties of salespeople. Next, have them explain the advantages/disadvantages of each duty.

VII. Application

Possible methods - examples

Project - Interview a salesperson and ask the following questions:

1. What are your responsibilities?
2. What are your working conditions?
3. What are the requirements for your job?
4. What are your earnings?
5. What are your chances for advancement in this job?

VIII. Final summary

Examples:

1. Do you feel you have what it takes to be a successful salesperson?
2. What area of sales would you like to pursue?

BLUEPRINT No. 4

CREATE A FAVORABLE IMPRESSION	HAVE A POSITIVE EFFECT	BUILD A TOTAL IMPACT
Do I make a good first impression? Do I practice good health habits? Have I any mannerisms that irritate people? Do I talk easily and convincingly? Do I treat people cordially? Do I have a bright and cheerful countenance?	Are people attracted by my social qualities? Are my mental qualities reflected in my personality? Do I practice the moral qualities which make my employer proud of me? Do I adjust easily to others?	Does personal contact with me create the desired image for the business? Do I attract customers to my business? Do customers ask for or wait for me? Am I concerned about the impact which my company and I make on the customer? What is my personal worth to my employer?

BS V-6 Poster and/or Supplementary Sheet
Blueprint No. 4, Open The Gateways To The Customer's Mind.

Wingate, Gillespie and Addison, Know your Merchandise. 3rd Edition, McGraw Hill, Inc. Workbook.

UNIT II-B: SELLING
Lesson Pre-approach

I. Behavioral objectives

1. To hold a discussion period on the "sale items of the day", so that the student will be able to locate and direct customers to the merchandise.
2. To hold a discussion period on "customer behavior", so that the student will be able to categorize various types of customers.

II. Apperceptive base

Have students compare and analyze the results of the discussion periods held by the class.

III. Motivational approach

Discuss examples of various types of people (who will be your customers).

IV. Aim

To have an understanding of the pre-approach to a customer.

V. Presentation

Specific material

1. Customer preparation - getting ready for the customer
 - (a) types
 - (b) attitudes
2. Merchandise information
 - (a) location
 - (b) labels
 - (c) sale items

VI. Medial summary

Ask questions pertinent to presentation.

VII. Application

Possible methods

Teacher demonstration - teacher will role-play different types of customers.

Examples: 1. undecided customer
 2. demanding customer
 3. just-looking customer

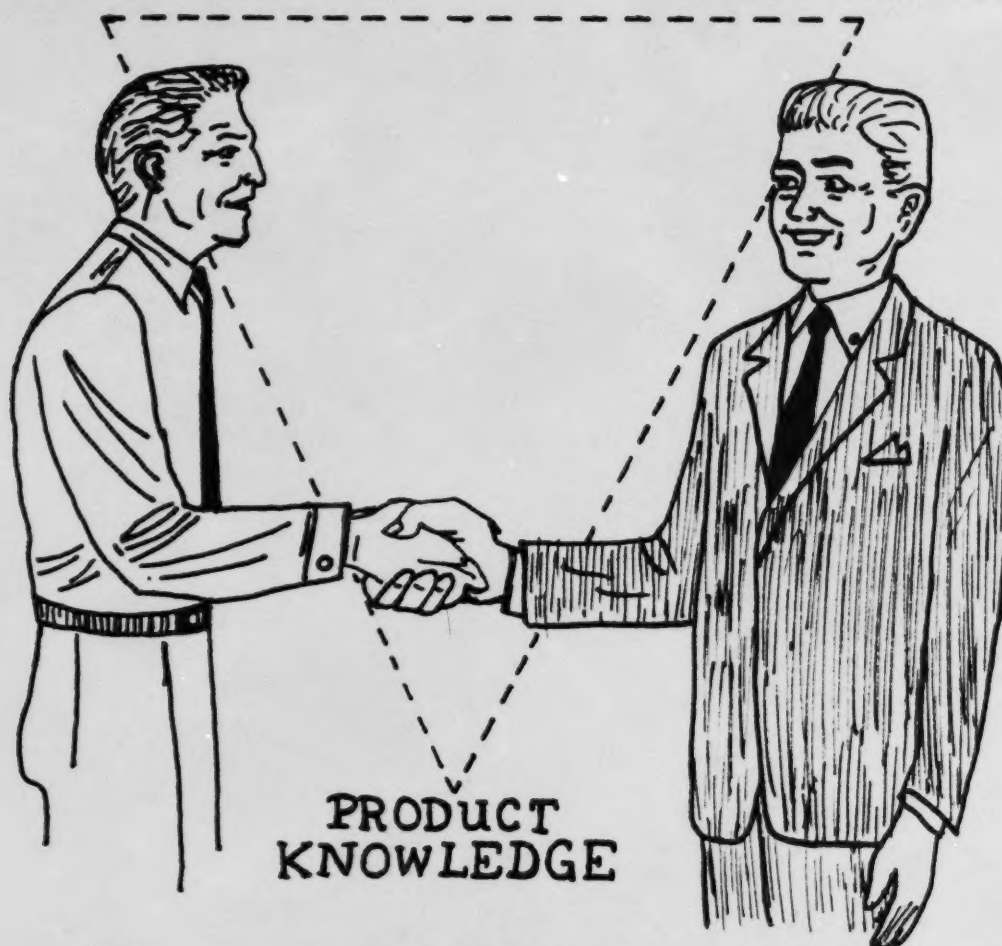
VIII. Final summary

Sample questions:

1. Why is it important to anticipate various types of customers?
2. Why is it important to know your sale items of the day?

PERSONALITY

PROSPECT
UNDERSTANDING



PRODUCT
KNOWLEDGE

THE *THREE "P"* TRIANGLE OF RAPID ANALYSIS...

BS VIII-1, Poster

The Three "P" Triangle of Rapid Analysis

(Adapted by Permission from Dartnell Booklet by Beach, What a
Salesman Should Know About Why People Buy.)

UNIT II-C: SELLING
Lesson 3: Approach

I. Behavioral objectives

1. To give a question-and-answer session so that the student will be able to list the five mental stages experienced by a retail customer.
2. To present a role-playing situation in which the student will be able to recognize the four effective methods of a good sales approach.

II. Apperceptive base

Why is a pre-approach important in the selling process?

III. Motivational approach

Give an example of a customer being approached by a salesperson and explain why the approach is important.

IV. Aim

To learn the customer's mental stages.
To learn the types of approaches.

V. Presentation

Specific material

1. Customer's mental stages
 - (a) attention
 - (b) interest
 - (c) desire
 - (d) conviction
 - (e) action
2. Types of approaches
 - (a) personal
 - (b) merchandise
 - (c) service
 - (d) question

VI. Medial summary

Ask clear questions such as:

1. Can anyone list the formula for the five mental stages experienced by a customer?
2. Who can state the four effective methods of a sales approach?

VII. Application

Possible methods

1. Demonstration - role-play the types of approaches.
2. Discussion - on the five mental stages as it relates to the job.

UNIT II-D: SELLING
Lesson 4: Determining wants and needs

I. Behavioral objectives

To review a list of products so that the student will be able to classify customer's needs and wants to the satisfaction of the teacher.

II. Apperceptive base

What does AIDCA mean?

How could the right approach determine the wants/needs of a customer?

III. Motivational approach

If I gave you \$20.00 to buy what you needed and what you wanted, how would you satisfy these two demands?

IV. Aim

To learn how to determine needs and wants.

V. Presentation

Specific material

Determining wants and needs

1. listen
2. ask questions
3. observe reactions, facial attitude, movements
4. customer types: bargain hunter, just looking, critical.

VI. Medial summary

Examples -

1. Give an example of something you need.
2. Why would three different customers all want different products?

VII. Application

Possible methods:

1. Group conference - Given a list of products, students must determine if they are needs or wants (opinion).
2. Discussion - If you were to live on an island for a week, what three items would you be unable to live without?

VIII. Final summary

How could you help a customer distinguish between needs and wants?

VIII. Final summary

Ask clear questions such as

1. How do the mental stages relate to different types of approaches?
2. Why would you want to have different types of approaches?

UNIT II-E: SELLING
Lesson 5: Presentation

I. Behavioral objectives

1. To review a list of products from which the student will choose a product to present to a customer.
2. To present individual products and have the student explain how each product appeals to the five senses.
3. With the use of magazine ads, have the student match product features with customer benefits.

II. Apperceptive base

Examples:

How would listening to a radio convince a customer that the product satisfies his wants/needs?

How can you develop interest in merchandise?

III. Motivational approach

Example:

Identify the five senses, match each sense to an appropriate product.
e.g., listening - radio.

IV. Aim

To learn how to present merchandise.

V. Presentation

Specific material

1. Select the merchandise to present
 - (a) particular brand called for
 - (b) goods from sales floor
 - (c) advertised goods
 - (d) display goods
 - (e) popular styles
2. Demonstration - How it works
3. Customer participation
 - (a) hearing
 - (b) touching
 - (c) seeing
 - (d) smelling
 - (e) listening
4. Emphasize product features/benefits (salestalk)
 - (a) quality
 - (b) durability
 - (c) price
 - (d) care of merchandise
 - (e) style

VI. Medial summary

Possible questions

1. List three types of merchandise you would present to a customer.
2. What is a sales demonstration?
3. How do the five senses help the customer become involved with the merchandise?
4. What are selling features? What are customer benefits?

VII. Application

Possible methods - examples

1. Projects - Have students find an ad from a magazine with the product features listed. Have them match the features with customers' benefits.
2. Projects - Divide the class into groups. Distribute several different products to each group. Have the group leader explain how each product appeals to the five senses.

VIII. Final summary

Examples

1. Why are these different ways of presenting merchandise?
2. Explain why all products do not appeal to all five senses.
3. How can some product features be more important to one product than to another?
4. Why is it important to be able to demonstrate your product?

UNIT II-F: SELLING
Lesson 6: Overcoming objections

I. Behavioral objectives

1. Conduct a question and answer session that will enable the student to list at least three types of customer objections.
2. Given a role-playing situation, the student will be able to explain the importance of a salesperson's attitude.
3. Give a writing assignment which requires the student to list three techniques used when dealing with objections.

II. Apperceptive base

Have you ever gone into a store, looked around and walked out empty handed? Why?

III. Motivational approach

Explain why you do not always buy the first product you come across in a store.

IV. Aim

To learn how to overcome customer objections.

V. Presentation

Specific material

1. Types of objections
 - (a) excuses
 - (b) failure to meet needs
 - (c) price
 - (d) quality
 - (e) style
2. Meeting objections
 - (a) anticipating customer's objections
 - (b) courtesy
 - (c) patience
 - (d) seller's attitude
3. Techniques in dealing with objections
 - (a) boomerang method
 - (b) superior point method
 - (c) yes, but method
 - (d) direct denial method
 - (e) question method

VI. Medial summary

1. What are the different types of objections? Give an example of each.
2. What importance does the seller's attitude have when dealing with objections?

VI. Medial summary (cont.)

3. What are the five techniques in dealing with objections? Explain.

VII. Application

Possible methods

1. Demonstration - Have students do a role-playing situation to emphasize the importance of a salesperson's attitude.
2. Projects - Have students list and give an example of the different techniques used when dealing with objections.

VIII. Final summary

1. Why would customers have different objections to the same product?
2. What are the different types of objections? Give an example of each.
3. Why should a salesperson be familiar with various techniques when dealing with objections?

UNIT II-G: SELLING
Lesson 7: Closing the sale

I. Behavioral objectives

To present a role-playing situation that will show the student how to close a sale effectively.
To hold a class discussion period that will teach the student how to identify buying-decision indicators.

II. Apperceptive base

Why would an effective closing be as important as an effective approach in the selling process?

III. Motivational approach

Give an example of how a salesperson might close a sale.

IV. Aim

To learn how to effectively close a sale.

V. Presentation

Specific material

1. When to close a sale
 - (a) customer indicates close
 - (b) natural outcome
 - (c) techniques
 - (1) cash or charge
 - (2) suggest delivery
 - (3) narrow selection
2. Methods of closing a sale
 - (a) reviewing the selling points
 - (b) last chance to buy
 - (c) offer a premium
 - (d) closing on the objection

VI. Medial summary

1. What are some techniques used in closing a sale?
2. What is a premium close?

VII. Application

Demonstration - Have the students role-play different methods of closing a sale.

VIII. Final summary

1. Why are there different times to close a sale?
2. List and describe the methods of closing a sale.

UNIT II-H: SELLING
Lesson 8: Suggestion selling

I. Behavioral objectives

1. Given a product, the student will be able to list at least five related items that can be sold with it.
2. Given a written assignment, the student will be able to determine when it is appropriate for a salesperson to use suggestion selling.
3. Given a class discussion period, the student will be able to describe how a salesperson should react after the close of a sale.

II. Apperceptive base

When closing a sale, when would it be appropriate to suggest additional merchandise to accompany the item purchased?

III. Motivational approach

Give an example of a product. Next, list at least two items which are related to the merchandise purchased.

IV. Aim

To learn the value of suggestion selling.

V. Presentation

Specific material

1. Benefits of suggestion selling
 - (a) increase in sales yields, increase in percentage of profits
 - (b) customer approval
2. When to use suggestion selling
 - (a) after buying decision
 - (b) to facilitate the use of the product.
3. After the sale is made (goodwill)
 - (a) thank the customer
 - (b) show interest
 - (c) be congenial

VI. Medial summary

1. What are the benefits of suggestion selling?
2. Give an example of when to use suggestion selling.
3. What are the obvious ways of promoting goodwill?

VII. Application

Group conference - Have each student bring in a product. Have students in the group think of as many items as they can that can be sold with the product (suggestion selling).

VIII. Final summary

1. Given the following products: pocketbook, tape recorder, paint, barbeque grill, lawn mower:
 - (a) list as many items as you can that can be sold to go along with the product.
 - (b) Why would it be beneficial to the customer and to the store to stock these related items?
 - (c) Why is goodwill important when closing a sale?

SALES DEMONSTRATION - RATING SHEET

Student's name: _____

Judge's name: _____

Directions: Please, circle the score you choose, then place your sum total on the space provided below.

<u>The salesperson</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
1. Approached the customer correctly for the selling situation	10	7	3	1
2. Used an appropriate greeting	10	7	3	1
3. Was well groomed	8	5	3	1
4. Spoke clearly and distinctly	8	5	2	1
5. Showed the merchandise effectively	10	7	4	2
6. Met with objections tactfully	12	8	4	2
7. Used sufficient merchandise information	10	7	4	2
8. Demonstrated the merchandise effectively	12	8	4	2
9. Used suggestive selling	10	7	3	2
10. Closed the sale effectively	10	7	3	2

Total possible points: 100

Total judged points: _____

III. HUMAN RELATIONS UNIT OUTLINE

A. Introduction

1. Definition
2. Importance
3. Human relations on and off the job

B. Personality and human relations

1. Your physical characteristics
2. Your mental characteristics
3. Your emotional characteristics
4. How to change your personality

C. Personal qualities and employer expectations

1. Getting the job
2. Job application / Job interview
3. Abilities and knowledge employers expect

D. Understanding employer-employee relations

1. Work in our economy / resources
2. Employer contributions
3. Employee contributions

E. Working with others

1. Part of a team
2. Adjusting to others
3. What are your values
4. Promote good human relations

F. Human relations in the formal organization

1. The organization chart
 - (a) staff functions
 - (b) line functions
 - (c) flow of responsibility
2. Your place in a business
3. Communications in the formal organization

G. Human relations in the informal organization

1. The informal structure
2. Teaming up with co-workers
3. Grapevine communications

H. Your role in improving human relations

1. Labor unions
2. Role-playing
3. Plan for training

Occupational category: HUMAN RELATIONS
Instructional area: Apparel and accessories
Level: Owner - Manager

Understanding of the ways to effectively handle difficult customers.

Knowledge of how to show an interest in others.

Understanding of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

Knowledge that a positive attitude is usually reflected in one's work.

Skill in representing the business favorably to customers and outside business associates.

Skill in avoiding misrepresentations of people, products and policies.

Skill in demonstrating initiative and creativity.

Skill in maintaining an objective point of view in problem situations.

Skill in generating enthusiasm toward people.

Attitude that honesty and integrity are personality traits necessary in job situations such as record keeping, timekeeping and stockkeeping in addition to jobs that require working with money.

Attitude that an awareness that good personal appearance helps create effective customer impressions.

Attitude that next to job performance, human relations is an employee's greatest responsibility.

Understanding of how to motivate others for best performance.

Knowledge of how to get results through people by practicing effective human relations.

Understanding the evidence of poor morale -- high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output, etc.

Knowledge that the supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Knowledge that human relations in the retail organization consist of an interdependence with fellow employees, supervisors and customers.

Skill in selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

Skill in exercising self control during trying situations.

Skill in training employees and following up on the effectiveness of training.

Skill in interviewing employees regarding corrections and grievances.

Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

Skill in accepting criticism and turning it into a character building element.

A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.

A belief that supervisors should set an example of personal work habits and character which employees can emulate.

An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

An awareness that good human relations help increase production by stimulating interest and creativeness in employees.

A realization that employee morale is influenced by the supervisor's attitude.

Adapt to the personality and needs of customers.

Know that employees will comply more readily with policies they understand.

Be aware that understanding others and one's self is a basic to working harmoniously together.

Recognize the accomplishments of others.

Feel that good human relations within a company build good public relations.

Be aware that an employee must be willing to accept and adjust to change.

Sponsor new employees in the department/store.

Know how to build morale in employees.

Accept criticism and turn it into a character-building element.

Understand the elements of good public relations.

Evaluate the abilities, interests and performance of employees in relation to possible advancement.

Be willing to accept and put into practice the planned policies and procedures of management.

Be orderly and systematic.

Develop personality traits necessary for successful job performance.

An awareness that good human relations depend on the personality factor and the adjustment of personalities.

A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

Attitude that it is the feeling of being a valued patron that converts occasional customers into regular guests.

Knowledge of the factors which appear to affect employee's morale.

Understanding that supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.

Skill in ability to follow through on the initial experiences of new employees determining whether they are to be retrained, transferred or released.

Know that the company's personnel policies are established for the benefit of the company and the employees.

Know that a worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.

Build sound working relationship in "forced" associations.

Recognize that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

Be aware that properly kept personnel records can create good employee relations and increase morale.

Recognize the need for joining and participating in meetings and activities which will improve personal and professional development.

Adapt to the personality and needs of customers.

Determine which applicants shall be employed in order to best carry out business objectives.

Realize that employee's ideas often prove beneficial when incorporated into business operations.

Occupational category: HUMAN RELATIONS
Instructional area: Finance and Credit
Level: Owner - Manager

Understanding how to dress appropriately for the job and maintain a well groomed appearance.

Understanding of how to motivate others for best performance.

A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

Occupational category: HUMAN RELATIONS
Instructional area: Food services
Level: Owner - Manager

Understanding of how to dress appropriately for the job and maintain a well groomed appearance.

Understanding of how to motivate others for best performance.

Knowledge that human relations in the retail organization consist of an interdependence with fellow employees, supervisors and customers.

Knowledge of how to develop and maintain a pleasant working environment.

Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.

A belief that supervisors should set an example of personal work habits and character which employees can emulate.

An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

Maintain good health for effective job performance.

Attitude that food service requires teamwork -- a waitress or waiter cannot work as an individual but must be backed by the cooperative efforts of the kitchen staff and dining room staff.

Skill in ability to follow through on the initial experiences of new employees determining whether they are to be retrained, transferred or released.

Occupational category: HUMAN RELATIONS
Instructional area: General merchandise
Level: Owner - Manager

Understanding of how to dress appropriately for the job and maintain a well groomed appearance.

Understanding the ways to effectively handle difficult customers.

Knowledge of how to show an interest in others.

Understanding of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

Knowledge that a positive attitude is usually reflected in one's work.

Skill in ability to understand one's self.

Attitude that next to job performance, human relations is an employee's greatest responsibility.

Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

Skill in accepting criticism and turning it into a character building element.

Adapt to the personality and needs of customers.

Occupational category: HUMAN RELATIONS
Instructional area: Food marketing
Level: Owner - Manager

Skill in developing and maintaining harmonious relationships with other employees.

Skill in maintainint an objective point of view in problem situations.

Skill in generating enthusiasm toward people.

Understanding of how to motivate others for best performance.

Knowledge of how to develop and maintain a pleasant working environment.

Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.

Know that employees will comply more readily with policies they understand.

Recognize the accomplishments of others.

Be aware that an employee must be willing to accept and adjust to change.

Be orderly and systematic.

Maintain good health for effective job performance.

An awareness that good human relations depend on the personality factor and the adjustment of personalities.

A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

Know that the company's personnel policies are established for the benefit of the company and the employee.

Know that worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.

Be aware that properly kept personnel records can create good employee relations and increase morale.

Recognize the need for joining and participating in meetings and activities which will improve personal and professional development.

Determine which applicants shall be employed in order to best carry out business objectives.

Realize that employee's ideas often prove beneficial when incorporated into business operations.

Occupational category: HUMAN RELATIONS
Instructional area: General merchandise
Level: Master - Employee

Understanding of how to dress appropriately for the job and maintain a well-groomed appearance.

Knowledge of how to show an interest in others.

Skill in avoiding misrepresentations of people, products and policies.

Skill in developing and maintaining harmonious relationships with other employees.

Skill in ability to understand one's self.

Skill in generating enthusiasm toward people.

Attitude that an awareness that good personal appearance helps create effective customer impressions.

Attitude that next to job performance, human relations is an employee's greatest responsibility.

Understanding of how to motivate others for best performance.

Knowledge of how to get results through people by practicing effective human relations.

Understanding the evidences of poor morale -- high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output, etc.

Knowledge that the supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Knowledge of how to develop and maintain a pleasant working environment.

Skill in training employees and following up on the effectiveness of training.

Skill in interviewing employees regarding corrections and grievances.

Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

A belief that supervisors should set an example of personal work habits and character that employees can emulate.

An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

An awareness that good human relations help increase production by stimulating interest and creativeness in employees.

A realization that employee morale is influenced by the supervisor's attitude.

Adapt to the personality and needs of customers.

Know that employees will comply more readily with policies they understand.

Be aware that understanding others and one's self is a basic to working harmoniously together.

Feel that good human relations within a company build good public relations.

Be aware that an employee must be willing to accept and adjust to change.

Sponsor new employees in the department/store.

Know how to build morale in employees.

Accept criticism and turn it into a character-building element.

Understand the elements of good public relations.

Evaluate the abilities, interests and performance of employees in relation to possible advancement.

Maintain good health for effective job performance.

Develop personality traits necessary for successful job performance.

An awareness that good human relations depend on the personality factor and the adjustment of personalities.

A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

An awareness that motivation is closely related with communications.

Knowledge of the factors which appear to affect employee's morale.

Build sound working relationship in "forced" associations.

Recognize that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

Be aware that properly kept personnel records can create good employee relations and increase morale.

Recognize the need for joining and participating in meetings and activities which will improve personal and professional development.

Adapt to the personality and needs of customers.

Determine which applicants shall be employed in order to best carry out business objectives.

Realize that employee's ideas often prove beneficial when incorporated into business operations.

Occupational category: HUMAN RELATIONS
Instructional area: Advertising
Level: Master - Employee

Be orderly and systematic.

Occupational category: HUMAN RELATIONS
Instructional area: Finance and Credit
Level: Master - Employee

Knowledge that the supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Skill in selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

Skill in training employees and following up on the effectiveness of training.

Evaluate the abilities, interests and performance of employees in relation to possible advancement.

Be willing to accept and put into practice the planned policies and procedures of management.

Develop personality traits necessary for successful job performance.

A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

An awareness that motivation is closely connected with communications.

Occupational category: HUMAN RELATIONS
Instructional area: Apparel and accessories
Level: Master - Employee

Understanding the ways to effectively handle difficult customers.

Understanding of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

Skill in avoiding misrepresentations of people, products and policies.

Attitude that an awareness that good personal appearance helps create effective customer impressions.

Attitude that next to job performance, human relations is an employee's greatest responsibility.

Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

A belief that supervisors should set an example of personal work habits and character which the employees can emulate.

An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

Adapt to the personality and needs of customers.

Feel that good human relations within a company build good public relations.

Be aware that an employee must be willing to accept and adjust to change.

Accept criticism and turn it into a character-building element.

Attitude that it is the feeling of being valued that converts occasional customers into regular guests.

Know that the company's personnel policies are established for the benefit of the company and the employee.

Recognize that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.

Adapt to the personality and needs of customers.

UNIT III-A: HUMAN RELATIONS
Lesson 1: Introduction to human relations

I. Behavioral objectives

1. To conduct a class discussion period that will enable the student to formulate a definition for human relations to the satisfaction of the teacher.
2. Given a handout on human relations, the student will be able to select the term in the left-hand column that best matches its meaning in the center column. (See handout attached.)

II. Apperceptive base

For this lesson see motivational approach, below.

III. Motivational approach

Psychology and human relations are words that usually scare people. Psychology simply means the science of human behavior, and human relations is the art of getting along with others. It is important that you study both, for your behavior will influence how well you get along with others.

IV. Aim

To learn the importance of human relations.

V. Presentation

Specific material

1. Definition of human relations - purpose
 - (a) gaining the cooperation of others
 - (b) increasing production through people
 - (c) achieving satisfaction from your work
2. Importance
 - (a) entire process of the distribution of goods and services from producer to consumer relies on good human relations.
3. Human relations on and off your job
 - (a) structured
 - (b) unstructured

VI. Medial summary

Ask clear-cut questions pertinent to all parts of your presentation.
Examples:

1. What is the purpose of human relations?
2. What is the importance of human relations?
3. Define what structured and unstructured human relations are.

VII. Application

Have students complete the handout enclosed to the best of their knowledge.

VIII. Final summary

1. Highlight your presentation.
2. Go over handout discussing key terms for this lesson.

HUMAN RELATIONS

Directions: For each definition or description in the center column select the term in the left-hand column that best matches it in meaning. Write the letter for the term in the space provided.

- | | |
|-------------------------------|---|
| a. attitude | 1. How you get along with others. _____ |
| b. personality | 2. Relation with others according to rules of authority and procedures that are taken from an outside source. _____ |
| c. emotion | |
| d. common sense | 3. The way a person acts, looks or thinks that shows his/her disposition or opinion toward a subject. _____ |
| e. human relations | |
| f. vertical division of work | 4. The sum total of the traits and characteristics - physical, mental and emotional. _____ |
| g. self-consumption | |
| h. unemployment compensation | 5. A peculiarity of behavior. _____ |
| i. structured human relations | |
| j. communication | 6. A strong feeling or desire such as love, hate, fear or anger. _____ |
| k. mannerisms | |
| l. soft goods | 7. Recognizing the simple, obvious or practical approach. _____ |
| | 8. Process of passing information from one person to another. _____ |
| | 9. Producing goods that are consumed by workers producing them. _____ |
| | 10. Money paid by the state to an unemployed worker. _____ |
| | 11. Merchandise made from fabric or clothing. _____ |
| | 12. The flow of authority from the top person to the lowest ranking employee. _____ |

HUMAN RELATIONS

Answer key:

- | | |
|------|-------|
| 1. e | 7. d |
| 2. i | 8. j |
| 3. a | 9. g |
| 4. b | 10. h |
| 5. k | 11. l |
| 6. c | 12. f |

UNIT III-B: HUMAN RELATIONS
Lesson 2: Personality and human relations

I. Behavioral objectives

1. To direct a class discussion period which will show the student how to differentiate between physical, mental and emotional characteristics to the satisfaction of the teacher.
2. With the use of a personality rating sheet, the students will be able to classify personal traits of a fellow student to the best of their knowledge.

II. Apperceptive base

Cooperation among employees is essential if a business is to run smoothly, why?

III. Motivational approach

What goes through your mind when you meet someone for the very first time?

Remember: "The first impression you make is often a lasting impression."
Discuss.

IV. Aim

To recognize that personality and human relations are directly related to one another.

V. Presentation

Specific material

Personality and human relations

1. physical characteristics (posture, gestures, health, dress, etc.)
2. mental characteristics (intelligence, attitudes, character, etc.)
3. emotional characteristics (feeling or desire such as love, fear, anger, etc.)
4. how to change your personality
 - (a) decide that your personality can be improved
 - (b) find out how your personality rates
 - (c) analyze the rating trait by trait
 - (d) develop a plan of action
 - (e) carry out your plan.

VI. Medial summary

Ask clear-cut questions pertinent to all sections covered in your presentation such as:

1. What three characteristics make up your personality?
2. What is the five-step procedure for changing your personality?

VII. Application

Have students complete the Personality Rating Sheet for another student in class. (See Personality Rating Sheet attached.)

VIII. Final summary

1. Highlight your presentation.
2. Have students complete a Personality Rating Sheet for themselves either in class or for homework.
3. Have students complete "My Personal Inventory". (See handout enclosed.)

PERSONALITY AND HUMAN RELATIONS

Directions: Be as sincere as possible. Remember, you are helping your friends. Do not let your writing or anything give away your identity as the rater. Be sure to hand back the completed rating through a mutual friend.

Name of student being rated:

Trait	Very Good	Above Average	Average	Below Average	Poor
1. Posture	—	—	—	—	—
2. Facial expression	—	—	—	—	—
3. Health	—	—	—	—	—
4. Grooming	—	—	—	—	—
5. Dress	—	—	—	—	—
6. Mannerisms	—	—	—	—	—
7. Speech	—	—	—	—	—
8. Bodily movements	—	—	—	—	—
9. Intelligence	—	—	—	—	—
10. Initiative	—	—	—	—	—
11. Industry	—	—	—	—	—
12. Dependability	—	—	—	—	—
13. Enthusiasm	—	—	—	—	—
14. Sincere interest in others	—	—	—	—	—
15. Honesty	—	—	—	—	—
16. Courtesy	—	—	—	—	—
17. Manners	—	—	—	—	—
18. Respect for others	—	—	—	—	—
19. Emotional control	—	—	—	—	—
20. Self-confidence	—	—	—	—	—
21. Integrity	—	—	—	—	—

Personality and human relations (cont.)

Trait	Very Good	Above Average	Average	Below Average	Poor
22. Loyalty	—	—	—	—	—
23. Desire to work	—	—	—	—	—
24. Acceptance of change	—	—	—	—	—
25. Ability to decide	—	—	—	—	—
26. Ability to accept criticism	—	—	—	—	—
27. Tact	—	—	—	—	—
28. Cheerfulness	—	—	—	—	—
29. Alertness	—	—	—	—	—
30. General knowledge	—	—	—	—	—

MY PERSONAL INVENTORY

Directions: Rate yourself as above average, average or below average on each of the following

1. Is my clothing appropriate for business? _____
2. Is my clothing becoming to me? _____
3. Do my clothes fit properly? _____
4. Are my clothes in good repair? _____
5. Are my shoes comfortable and appropriate for business? _____
6. Are my shoes polished and in good repair? _____
7. Would my clothes be considered fashion-right but not extreme? _____
8. Are my clothes clean and free of odor? _____
9. Is my hair clean? _____
10. Is my hair attractively and appropriately styled? _____
11. Is my complexion clean and healthy? _____
12. Are my teeth clean and in good condition? _____
13. Are my hands and fingernails clean and well cared for? _____
14. Did I have a bath or shower this morning or at bedtime? _____
15. Am I positive that my deodorant or antiperspirant is doing its job? _____
16. Are my shoulders free from dandruff and stray hairs? _____
17. Do I look fresh and wide awake? _____
18. Do I exercise to stay trim and in good physical condition? _____
19. Does my facial expression seem pleasant? _____
20. Am I courteous with other people and considerate of their feelings? _____
21. Can I be relied upon to finish jobs I am responsible for? _____
22. Do I have the initiative to think up new ideas and take on extra responsibility? _____
23. Am I honest with myself and with other people? _____
24. Do I adjust easily to new situations? _____
25. Do I have confidence in myself and my abilities? _____
26. Am I loyal to my friends and to my employer? _____
27. Am I orderly in my work habits and at home? _____
28. Am I enthusiastic about my job and about life in general? _____
29. Do I try to cooperate with other people in school, at work and in other activities? _____

Areas in which I need to improve _____

My self-improvement program _____

My strong points _____

UNIT III-C: HUMAN RELATIONS
Lesson 3: Personal qualities and employer expectations

I. Behavioral objectives

1. To use the attached handout as a basis for student discussion of tips on how to get and hold the right job. (See "How to Get and Hold the Right Job", attached)
2. Given a job application form, the student will be able to complete the form to the satisfaction of the teacher.

II. Apperceptive base

Call on a few students to compare their self-rated Personality Rating Sheet to those completed by fellow classmates (about themselves). Discuss results.

III. Motivational approach

Question: How do you get that job you really want? Answer- You apply for it.

The key is: When an employer sifts through his/her applicants "you are what you write".

IV. Aim

To understand ways of getting and holding a job.
To learn how to complete a job-application form correctly.

V. Presentation

Specific material

1. Getting the job
 - (a) Handout No. 1: How to Get and Hold the Right Job. Discuss with students.
 - (b) Handout No. 2: Sample Application Form. Discuss with students.

VI. Medial summary

Ask questions pertinent to the two handouts such as:

1. What are some sources of job leads?
2. What factual information must I have ready before the interview?
3. Why is a job application form so important?

VII. Application

Have students fill in the sample application form (Handout No. 2) in class or for homework.

VIII. Final summary

Review handout with students.

HOW TO GET AND HOLD THE RIGHT JOB

What to look for in a job:

Look to the future - your chances for advancement.

Look at the general working conditions, the environment of the job - not solely the salary.

*Note - When you are seeking a job, remember that an employer wants satisfied and efficient workers. Any mistake in hiring may be costly to him and to you.

Take stock of yourself:

Your interests

Your aptitudes

Your education and training

Your work experience

Your personal traits

Your physical capacity

Your leisure-time activities

Your vocational goals.

Where to go - sources of job leads:

Go to your local State Employment Office for facts about job opportunities in your community.

Go to your relatives, friends, and neighbors for information about possible jobs.

Go to your school or college if it maintains a placement office.

Go to the "want ads" in the newspapers and trade journals.

Go to the classified telephone or industrial directories for the names of firms hiring workers in your field.

Go to nonprofit employment agencies, such as the "Y's", if there are any in your town.

Getting ready for the interview:

Have all factual information about yourself ready: address, telephone number, social security number.

Have necessary papers ready: licenses, working papers, poof of age, health certificate.

Take samples of work done, recommendations, etc.

Learn as much as you can beforehand about the firm to which you will apply.

Know why you want to work for this company.

Avoid fancy or too-casual clothes.

Know your work record.

Know your school record.

You and the interview:

Stress your qualifications.

Avoid to mention your personal, domestic, or financial problems.

Be business-like and brief.

Give the information asked for.

Pick up clues given you by the employer's questions or statements and use them to convince him/her that you fit his/her requirements.

Have your papers arranged for easy reference.

Ask for specific types of jobs - be flexible and willing, but indicate preferences.

You and the interview (cont.)

Have a definite understanding as to what is to be required of you before you are hired.

Be realistic in discussing wages.

Keep up your courage if the employer doesn't hire you and try another employer.

Your letter of application:

Type or write in ink.

Use standard-size white paper.

Write to a specific individual if possible.

State exactly what kind of position you are seeking.

Be clear, brief and business-like.

Enclose a description of your training and experience, giving dates and names and addresses of employers and schools.

Ask someone you respect to check your letter before you send it.

Why people sometimes fail to get the jobs they seek:

Their appearance is not suitable for the work they are seeking.

The wages asked are unrealistic.

They lack sufficient training for the job.

They have an unbusiness-like attitude or behavior.

They ask too many questions about the job, giving the impression of reluctance to do the work.

They show extreme nervousness.

They have an unfriendly manner.

They fail to show up for an interview at the appointed time.

They take a second person, friend or relative, with them when looking for the job.

Why workers lose their jobs:

Carelessness.

Unwillingness to follow rules.

Laziness.

Absence or tardiness without cause.

Troublemaking.

Too much attention to outside interests.

Lack of initiative.

Too little or too much ambition.

Disloyalty.

Irresponsibility.

Lack of adaptability.

Misrepresentation.

GOOD LUCK!

UNIT III-C: HUMAN RELATIONS
Lesson 4: Personal qualities and employer expectations (cont.)

I. Behavioral objectives

1. To use the job-application handout for review, so that students will be able to orally explain different areas to consider during the interview.
2. With the use of the handout, students will be able to orally discuss questions frequently asked during the employment interview.

II. Apperceptive base

Have students exchange job-application forms from the previous day.
Question: From looking over the application form that is in front of you, would you have this applicant come for an interview at your firm? Why or why not?

III. Motivational approach

The way you present yourself when you apply for a job gives the interviewer a clue about the way you will present yourself if you are hired.
"So let's be prepared."

IV. Aim

To prepare students for the job interview.

V. Presentation

Specific material - Personal qualities and employer expectations
2. Job application - Job interview.
Handout No. 1 - Areas to consider (interview)
Handout No. 2 - Questions frequently asked during the employment interview.

VI. Medial summary

Ask questions pertinent to your presentation (Handouts Nos. 1 and 2) such as:
1. Why must you consider these areas before going to the interview?
(Handout No. 1)
2. What are some questions which are frequently asked at an interview?
(Handout No. 2)

VII. Application

Students will divide themselves into groups of two acting as interviewer and interviewee.
Role-play a job interview.

VIII. Final summary

1. Why should you be prepared for an interview?
2. How would you prepare for an interview?
3. When should you start preparing for an interview?

UNIT III-C: HUMAN RELATIONS
Lesson 4: Handout

AREAS TO CONSIDER (Interview)

- A. Appearance, voice and manners
 - Dress
 - Poise and bearing
 - Quality of voice
 - Quality of speech
 - Facial expressions
 - Mannerisms
 - Nervousness

- B. Work history
 - Kinds of jobs
 - Working conditions
 - Reasons for leaving
 - Attitude toward supervisors
 - Career goals
 - Earnings

- C. Spare-time activities
 - Activities in religious organizations
 - Community activities
 - Reading
 - Sociability

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW.

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our Company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a boy/girl? Is it serious?
22. How much money do you expect to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up.
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?
42. What interests you about our product or service?

- 43. What was your record in military service?
- 44. Have you ever changed your major field of interest while in college?
Why?
- 45. When did you choose your college major?
- 46. How do your college grades after military service compare with those
previously earned?

UNIT III-C: HUMAN RELATIONS
Lesson 5: Personal qualities and employer expectations (cont.)

I. Behavioral objectives

1. To use the attached two basic-skill tests to show students how to select the appropriate answers with 80% accuracy.
2. Given a discussion period, the student will be able to explain what abilities and knowledge employers expect on the job.

II. Apperceptive base

By taking these standard tests students will grasp the idea of what abilities employers expect on the job. (Give handouts Nos. 1 and 2 as a pre-test).

III. Motivational approach

Many firms require basic testing as a prerequisite for employment. Pre-testing will aid in determining the students' weaknesses.

IV. Aim

To strengthen basic skills necessary for job employment.

V. Presentation

Specific material:

3. Abilities employers expect
 - (a) think
 - (b) analyze
 - (c) communicateDecision making process
 - (a) define the problem
 - (b) state the facts
 - (c) think of possible solutions
 - (d) evaluate each solution
 - (e) decide on the best solution
4. Knowledge employers expect (basic skills)
 - (a) math skills
 - (b) language skills
 - (c) writing skills
 - (d) spelling ability

VI. Medial summary

Ask questions pertinent to each part of the presentation such as:

1. What abilities do employers expect? What is the decision making process?
2. What basic skills are expected by employers?

VII. Application

Have students complete handouts No. 1 and No. 2 as a pre-test in class.

VIII. Final summary

Highlight your presentation. Go over answers to pre-test.

KNOWLEDGE EMPLOYERS EXPECT (Basic skills)

I. Vocabulary

1. Black in the spaces under the letters for the two words that are most nearly the same in meaning.
A. Cold B. Hot C. Shining D. Frigid

A	B	C	D

2. Black in the spaces under the letters for the two words that are most nearly opposite in meaning.
A. White B. Clean C. Dirty D. Pretty

A	B	C	D

3. Black in the spaces under the letters for the two words that are most nearly the same in meaning or most nearly opposite in meaning.
A. Pedestrian B. Imbibe C. Pedal D. Drink

A	B	C	D

4. Black in the space under the letter for the word which fits into the sentence best.
The ghost was no longer in sight; he had _____
A. Resented B. Enchanted

A	B	C	D

C. Vanished D. Conquered

5. Black in the space beneath the letter for the word which most nearly fits the definition.
To eat.
A. Consume B. Flaunt C. Dictate D. Conquer

A	B	C	D

II. Arithmetic

You may work the problems below in the spaces next to the problem. Black in the space beside the correct answer. If the correct answer is not given, black in the space by "None of these".

1. Add 45 63

 + 27 72

 84

 115

 None of these

2. Mrs Brown had \$45.73. She spent \$33.23 for groceries. How much money did she have left?
 \$10.50

 \$12.50

 \$14.55

 \$78.96

 None of these

3. Black in the space beside the word that tells how to work the following problem:

The Jones family spends \$45 each week for food. There are five persons in the family. How much is spent for food for each person?

Multiply ☐
Add ☐

Divide ☐

III. Language

Arrange the sentences below in their logical order.

- A. Once they were only service stations with a bunkhouse out back.

1 2 3 4 5
| | | | |

- B. Truck stops have changed greatly in the past ten years.

1 2 3 4 5
| | | | |

- C. Thus, the truck stop has all the conveniences of home.

1 2 3 4 5
| | | | |

- D. In addition to gasoline, Diesel fuel, tires, and oil for the truck, they have motels, restaurants, swimming pools, bowling alleys, barber shops, and laundries for the driver.

1 2 3 4 5
| | | | |

- E. But now the most modern truck stops offer service to both truck and driver.

1 2 3 4 5
| | | | |

2. Certain words and phrases in the sentences below are underlined. If the word or phrase is correct, make a heavy mark in the space under C. If it is incorrect, make a heavy black mark under I.

	C	I
A. Everyone should take good care of <u>their</u> watch.		
B. That watch <u>has ran</u> ten years without stopping.		
C. My <u>brother-in-law's</u> watch is broken.		
D. This watch belongs to <u>the girl with the Swiss movement</u> .		

3. Black in the space under the letter for the word which fits into the blank.

	A	B
A. My headache has made me feel _____ all day.		
A. Bad B. Badly		

B. The pie tasted _____
 A. Good B. Well

A B
 | | | |

C. I am going to _____ down and go to sleep
 A. Lay B. Lie

| | | |

D. John, Mary and _____ went to town.
 A. I B. Me

| | | |

4. Make a heavy black line in the space under the letter for the correct spelling of the word.

A B

1. A. their B. thier

| | | |

2. A. turkeys B. turkies

| | | |

3. A. alright B. all right

| | | |

4. A. comittee B. committee

| | | |

5. Black in the space below the letter for the sentence which does not belong in the paragraph.

A

Thomas Jefferson, our third President, was a man who was interested

B

in everything. George Washington was a great man, too. Besides

C

being a great statesman, Jefferson was an accomplished architect,

D

scientist, writer and farmer. He designed his home, Monticello,

E

and the University of Virginia. He was interested in new methods of agriculture, improvements in household furnishings, exploration, and travel and many other things.

A B C D E

| | | | |

6. Black in the space below the letter for the proverb which means the same as this one:

He who hesitates is lost.

A. Haste makes waste.

B. Never put off until tomorrow what you can do today.

C. Penny wise, pound foolish.

D. All work and no play makes Jack a dull boy.

E. If the shoe fits, wear it.

A B C D E

| | | | |

SPELLING TEST

Directions: Circle the letter of the correctly spelled words. (Key on page)

1. A. Comprise B. Comprize
2. A. Spliting B. Splitting
3. A. Preferable B. Preferrable C. Preferrible
4. A. Quareled B. Quarrelled C. Quarreled D. Quarelled
5. A. Excusable B. Excuseable C. Excusable D. Excussible
6. A. Enforcable B. Enforcible C. Enforceable
7. A. Grieve B. Greive
8. A. Collectable B. Collectible C. Collecttable D. Collecttible
9. A. Awsome B. Awesome C. Awssome D. Awsome
10. A. Deceive B. Decieve
11. A. Aloted B. Alotted C. Allotted D. Alloted
12. A. Annulment B. Annullment C. Annulement D. Anulement
13. A. Liesure B. Leisure
14. A. Entitling B. Entitleing C. Entittling
15. A. Pursueing B. Pursuing
16. A. Regrettable B. Regretable C. Regrettible D. Regretible
17. A. Trys B. Tries C. Tryes
18. A. Deductable B. Deductible C. Deducttable D. Deducttible
19. A. Vollys B. Volleys C. Vollies
20. A. Soceity B. Society
21. A. Conceed B. Concede D. Consede D. Conseed
22. A. Remittance B. Remmitance D. Remmittance D. Remittance
23. A. Seige B. Siege
24. A. Profited B. Proffitted C. Proffited D. Proffitted
25. A. Excede B. Esceede C. Exceed D. Exsede

NORMS

Based on Number of Items Right Out of 25 ¹

	Teachers ²	Students ³
First quarter	24-25 (96-100%)	22-25 (99-100%)
Second quarter	21-23 (84-92%)	18-21 (72-84%)
Third quarter	18-20 (72-80%)	15-17 (60-68%)
Fourth quarter	17- (68%-)	14- (56%-)

FOOTNOTES FOR PREVIOUS PAGE

- ¹ The mean score for teachers is 21.25 (85%). The mean score for students is 17.75 (71%).
- ² Sample includes 300 business teachers from California, Oregon, Texas, Michigan and Nebraska.
- ³ Sample includes 800 high school sophomores through college seniors in Texas.

KEY TO SPELLING TEST

1. A	10. A	18. B
2. B	11. C	19. B
3. A	12. A	20. B
4. C	13. B	21. B
5. A	14. A	22. A
6. C	15. B	23. B
7. A	16. A	24. A
8. B	17. B	25. C
9. B		

IMPORTANT SPELLING RULES

Rule I - I before E

- A. Use i before e in words with ie or ei when the sound is long ee, except after c or when sounded a as in neighbor and weigh. (convenience, believe, achieve)
- B. Generally use e before i when the sound is not long ee, unless the sound of i is distinctly pronounced first. (height, foreign)
- C. Use i before e in the sound of "sh". (efficiency, sufficient)
- D. Exceptions: either, neither, leisure, friend, plebeian, protein, seize, weird.

Rule II- Silent E

- A. Drop the silent e at the end of a word before a suffix beginning with a vowel. (advertise-advertising, compare-comparative, use-usable)
- B. Retain the silent e at the end of a word before a suffix beginning with a consonant. (require-requirement, sincere-sincerely, hope-hopeful)
- C. Retain the silent e preceded by c or g to keep a "soft" sound with suffix endings beginning with a or o. (the g already has a "soft" sound when preceded by d to form dg, such as knowledgable and judging)
- D. Exceptions: argument, awful, duly, mileage, ninth, truly, wisdom.

Rule III - Doubled consonant

- A. Double the final consonant before a suffix beginning with a vowel in words of one syllable and in words accented on the last syllable ending in a single consonant preceded by a single vowel. (Exception: words ending in x) (plan-planned, confer-conferred, occur-occurrence)
- B. Do not double the final consonant before a suffix beginning with a consonant, when the final consonant is not preceded by a single vowel, or when the accent is not on the last syllable. (equip-equipment, initial-initialed, benefit-benefited)
- C. Exceptions: busing, gases, handicapped, transferable, transferred.

Rule IV - Y to I

- A. Change the y to i before a suffix ending (except an ending beginning with i) in words ending in y preceded by a consonant. (company-companies, likely-likelihood, simplify-simplifying)
- B. Retain the y when adding any suffix or the letter s in words ending in y preceded by a vowel. (attorney-attorneys, enjoy-enjoyment)
- C. Exceptions: day-daily, gay-gaily, pay, paid.

Rule V - Cede, Ceed, Sede

- A. Only one word ends in sede: supersede.
- B. Three words end in ceed: exceed, succeed, proceed.
- C. All the rest end in cede. (concede, intercede, precede, etc.)

Rule VI - Ize, Ise, Yze

- A. Of these endings, ize is the most common. Usually when the first part of the word is a word in itself, use ize. (apology-apologize, emphasize-emphasize, standard-standardize)
- B. When the first part of the word is not a word in itself, use ise. (advertise, enterprise, supervise)
- C. Four words end in yz: analyze, paralyze, dialyze, catalyze.

Rule VII - Able or Ible

To determine whether an adjective should end in able or ible, call to mind the noun form.

- A. Usually if the noun form ends in ation, use able. (application-applicable, consideration-considerable, imagination-imaginable)
- B. If the noun form ends in ion or tion (but not ation), use ible. (collection-collectible, deduction-deductible, permission-permissible)

Many words ending in able and ible are not governed by this rule. When in doubt, consult a good dictionary.

Additional strategies for teaching spelling

- 1. All teachers should become teachers of the language arts. No longer is it sensible to leave spelling to the English teacher. Compartmentalized handling of subject matter has created all kinds of problems for our educational institutions. We need to realize that all of us should teach the basics whether we want or not.
- 2. Create a sense of dissatisfaction in students. Students will not change unless they become somewhat unhappy with themselves the way they are. Change comes about through an awareness of the problem and through a decision to "be different".
- 3. Have wrong word hunts. Give students transcripts in which they can receive bonus points for locating the misspelled words. Remember, there has to be a "payoff". At some point students should be able to cash in their bonus chips.
- 4. Give special attention to confusing or difficult parts within words, especially word endings where most spelling errors occur. Teach basic phonetic principles - vowel sounds, consonant sounds and combination sounds.

5. Have students keep a list of their own troublesome words, properly marked where the error is made. This list should be the object of special study by the student.
6. Teach the basic alphabetic filing rules. Because alphabetic filing causes a person to have to pay close attention to word parts, such practice can pay dividends in spelling improvement, especially when the words are similarly spelled.
7. Columnar spelling is not recommended for teaching spelling; however, high-frequency word lists are an exception. Because of their common usage, certain words, especially on high-frequency business word lists, should be identified and practiced. Most publishing companies have word lists available. Business teachers need only to inquire.
8. Any words selected for special study should be within the range of the student's experiences. If a student has never heard of a word nor is likely to use the word anytime soon, spelling becomes a meaningless, academic exercise.
9. Practice spelling in real writing situations. Until students learn to employ their new-found spelling skills in their own work, spelling will remain a formal, stilted, artificial exercise to be memorized for quizzes and quickly forgotten. Composition, especially at the type-writer, is one of the best ways to ameliorate spelling deficiencies.
10. Require proofreading of all work submitted. Make the students responsible for their own papers. Give them bonuses, if necessary, for finding and correcting all of their errors. Set up proofreading committees and give grades for proofreading improvement. Spelling is an essential prerequisite to proofreading. Proper proof-reading practice can abet spelling skills. Again, the "proverbial circle".

Some further considerations

Several main themes pervade the preceding discussion on spelling.

- Spelling continues to plague students and teachers alike. We seemingly haven't made much progress in the past fifty years. Many students still graduate without mastering this basic language art. Many teachers feel uncomfortable or unqualified to teach spelling.
- Spelling is a skill. Like any skill, if it is practiced properly and persistently, remarkable progress can be realized. Spelling gains can be made in direct proportion to the amount of emphasis given by the teacher and effort put forth by the student.
- Attitude is a critical factor in whether the student is a good or a poor speller and whether or not the desire is present to do something about correcting any deficiencies.
- Spelling is highly related to pronunciation, reading, vocabulary, and

proofreading. Strengths in one of these areas will augment the others. Deficiencies in one are almost certain to affect one or more of the others.

- Spelling is a visual perception task. Those students who have high visual acuity and who are adept memorizers will usually be competent spellers (unless they are lazy or have other such handicaps).
- Teaching a few basic spelling rules can net remarkable gains. This teaching approach is not equally effective with all students, however, and may actually be a waste of time for a small percentage of students. Learning to apply the rules will help to make the teacher more confident and more committed.
- A teacher's attitude and expectations are critical to the way students perceive their own weaknesses and needs.
- The dictionary habit is crucial to becoming an adept, or even an adequate, speller.
- Progress does not come in a day nor even sometimes a year. Progress can be made only when plans are developed and goals are set. Bad spelling is like a "cancer" - it will not go away by itself and is not likely to be arrested unless aid is sought by the afflicted and unless professional help is administered by a competent staff.

Editor's note

Important spelling rules. Due to a lack of space, it was not possible here to print all the rules with illustrations and applications. A copy of "Basic Spelling Rules Guide" may be obtained by sending \$1 to:

Dr. W.E. Perkins
College of Business Administration
North Texas State University
Denton, TX 76203

UNIT III-D: HUMAN RELATIONS
Lesson 6: Understanding employer-employee relations

I. Behavioral objectives

1. To hold a discussion period that will enable the student to explain at least five fringe benefits contributed by employers.
2. Given an oral question, the student will be able to define pertinent terms to the satisfaction of the teacher.

II. Apperceptive base

Successful human relations on the job require an understanding by both, the employer and each employee, that the employer-employee relationship is a partnership.
"One hand feeds the other".

III. Motivational approach

Work is one of the most important forces in people's lives. You need money in order to live! Besides, very few people would be happy being idle all the time; they need something to give purpose and meaning to their lives.

IV. Aim

To understand employer-employee relations on the job.

V. Presentation

Specific material

1. Our economy / resources
 - (a) land
 - (b) capital
 - (c) management
 - (d) labor
2. Employer contributions
 - (a) worker's compensation
 - (b) unemployment insurance
 - (c) social security (FICA)
 - (d) pension plans
 - (e) life insurance, hospitalization, vacation time, sick leave, employee discount, etc.
3. Employee contributions
 - (a) represent labor (productivity)
 - (b) individual expertise
 - (c) create goodwill

VI. Medial summary

Ask questions pertinent to all areas covered in presentation such as:
1. What are some resources in our economy?

Medial summary (cont.)

2. What are five employer contributions?
3. What are three employee contributions?

VII. Application

1. Give a short quiz covering the important parts of the lesson.
2. Look at a check-stub to locate the deductions discussed throughout the lesson.

VIII. Final summary

1. Go over quiz orally with students.
2. Highlight the main points of your presentation.

UNIT III-E: HUMAN RELATIONS
Lesson 7: Working with others

I. Behavioral objectives

1. To present a situation involving two or more people which will teach the student to be able to recognize the team relationship in a work group.
2. Given a discussion period, the student will be able to identify the importance of team values to successful human relations.

II. Apperceptive base

Unless you are the only employee in a business, you will be working with other people. Remember: "One hand feeds the other".

III. Motivational approach

Sometimes a job is too large for one person to handle. Therefore, you will have to work with others; remember, sometimes "two heads are better than one".

IV. Aim

To learn the importance of working with others.

V. Presentation

Specific material - discuss

1. Part of a team
2. Adjusting to others
3. Values
4. Promoting good human relations.

VI. Medial summary

Ask questions pertinent to presentation such as:

1. Why is it important to work as a team?
2. Give examples of how you would adjust to others.
3. What are values?
4. How can you, as an employee, promote good human relations?

VII. Application

Possible activity:

Divide the class and set up a debate. Give students a topic and remind them that each person on the debating team must convince the others of their views. Stress the importance of "team work".

Possible topics: Politics, health issues, religion.

VIII. Final summary

1. Discuss the outcome of the debate (stress working with others).
2. Highlight other points of your presentation.

UNIT III-F: HUMAN RELATIONS
Lesson 8: Human relations in the formal organization

I. Behavioral objectives

1. To use the attached handout (No. 1), so that the student will be able to match the terms: staff functions, line functions, flow of responsibility to the proper definition in the chart.
2. Given an organization chart, the student will be able to label each department as a staff or line function.

II. Apperceptive base

In the previous lesson we learned how to work with others. You may also know that there are times when you have to take orders from a supervisor or manager. We will be discussing who takes orders from whom in an organization.

III. Motivational approach

We hear about employers and employees having arguments all the time. Today I will show you an Organization Chart and its functions. This will help you to understand who has to take orders from whom. And perhaps some of these arguments (human relations problems) can be avoided.

IV. Aim

To learn about the Organization Chart and its functions.

V. Presentation

Specific material

1. The organization Chart
 - (a) staff functions
 - (b) line functions
 - (c) flow of responsibility

Use the enclosed handout (No. 1) to have the students match terms with definitions.

VI. Medial summary

Ask questions pertinent to presentation such as:

Question: Which function does a Merchandise Manager perform?

Answer: Line

Question: Which function does a buyer of boys' wear perform?

Answer: Line

Question: Give an example of staff function.

Answers: Advertising manager, store operations, personnel manager.

Question: Why is it important to know the flow of responsibility in an organization?

VII. Application

Have the student label the Organization Chart which is enclosed.

VIII. Final summary

Review the student's answers to the Organization Chart.

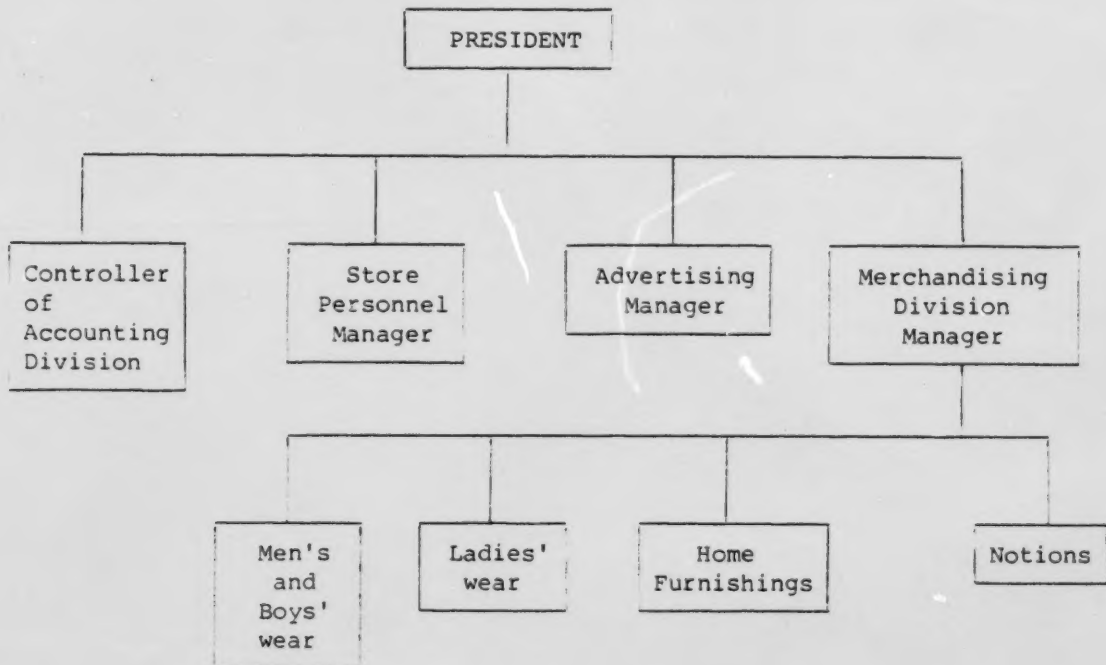
HUMAN RELATIONS

Directions: Below you are given terms and definitions. You are to match the correct term with its definition in the space provided.

- | | |
|---------------------------|--|
| a. Staff functions | _____ 1. The activities that create, direct, and accomplish the main objectives of a business. |
| b. Line functions | _____ 2. Responsibility that is delegated from your manager to your assistant manager, to the salesperson. |
| c. Flow of responsibility | _____ 3. The activities that are not directly related to the merchandise.
Example: Control Department. |

ORGANIZATION CHART

Below you are given an organization chart. After looking at this chart, you are to determine which division is a staff function or a line function in the spaces provided below.



1. Controller of Accounting Division _____.
2. Store Personnel Manager _____.
3. Advertising Manager _____.
4. Division Merchandising Manager _____.
5. Men's and Boys' wear _____.
6. Ladies' wear _____.
7. Home furnishings _____.
8. Notions _____.

UNIT III-F: HUMAN RELATIONS
Lesson 8: Answer key

Handout No. 1 - Human relations

1. Line functions (a)
2. Flow of responsibility (c)
3. Staff functions (b)

Handout No. 2 - Organization chart

1. Staff function
2. Staff function
3. Staff function
4. Line function
5. Line function
6. Line function
7. Line function
8. Line function

UNIT III-F: HUMAN RELATIONS
Lesson 9: Relations in the formal organization (cont.)

I. Behavioral objectives

1. To give a discussion period so that the student will be able to recognize that there are businesses which sometimes forget to pay attention to their organization chart.
2. Given a case problem, the student should be able to discuss solutions to this problem.
3. Given a writing assignment, the student will be able to list the rules for good communications.

II. Apperceptive base

Yesterday we learned about the organizational chart and who takes orders from whom. Today we will be discussing how some businesses forget to pay attention to their organization chart. And you may find that you have to do what you are told regardless of your personal feelings toward who tells you.

III. Motivational approach

How many times have you been told to do something one way by a person, and been told to do the same thing another way by someone else? What do you do?

IV. Aim

To know your job in a formal organization.
To learn communications in a formal organization.

V. Presentation

Specific material

2. Your place in a business (read apperceptive base, then continue with example).
Ex. When you have a difficult situation the worker cannot be expected to try to solve the problem him/herself, but he/she could discuss it with his/her immediate supervisor.
2. Communications in a formal organization. The five rules are:
 - (a) know with whom you should communicate
 - (b) know what you want to communicate
 - (c) consider what your message may imply, as well as it says
 - (d) follow up your communication
 - (e) be a good receiver as well as a good sender

VI. Medial summary

1. If the division manager told you to put the shoes on the top rack and your manager told you to put them on the bottom rack, what should you do?
2. List the five rules of communications in a formal organization.

VII. Application

Give the students the human-relations case-problem attached. Have each student write what he/she would do in this situation.

Have the students define the five rules of communications in a formal organization.

VIII. Final summary

Highlight your presentation.

Review pertinent information.

CASE PROBLEM

You are a part-time worker for a large department store. You only work two nights a week and Saturdays. Your immediate supervisor, Mrs. Kurt, has charge over all the workers on your shift, in one area on the main selling floor.

Each individual department has a department manager who works during the day, along with one week-night and one Saturday per month. Your department manager is Mrs. Lark. She comes in two Saturdays and one night a week while you are working.

Mrs. Kurt tells you that it is important to please the customers. She included that you must take back all merchandise and refund the customer's money. Mrs. Lark tells you not to return merchandise. Once you were called into Mrs. Lark's office for taking back merchandise. She was upset and yelled at you. You explained that Mrs. Kurt had told you to accept all merchandise. Mrs. Lark explained that she was in charge of the merchandise.

A customer comes in to return an expensive bath robe. She does not have a sales slip or any tags for the merchandise. What are you going to do? (Keep in mind that both, Mrs. Kurt and Mrs. Lark have the authority to fire you.)

UNIT III-G: HUMAN RELATIONS
Lesson 10: Human relations in the informal organization

I. Behavioral objectives

1. To give a discussion period on the informal structure so that the student will be able to analyze leadership functions.
2. Given the five rules for getting along with others, the student will be able to recognize why each is important.
3. Given a discussion of grapevine communications, the student will be able to discuss the disadvantages.

II. Apperceptive base

Our previous lesson dealt with human relations in the formal organization. Our lesson on the informal organization will point out specific differences.

III. Motivational approach

It is easy to compare and contrast the large company with a small one. Why would they have similar structures? How would their communications be different?

IV. Aim

To learn about human relations in the informal organization.

V. Presentation

1. The informal structure
2. Teaming up with co-workers
3. Grapevine communications

VI. Medial summary

1. What leadership qualities are necessary in an informal organization?
2. How can teaming up with others benefit you as an individual?
3. How can rumors ruin a person's chances for advancement?

VII. Application

Have a discussion on the informal structure (built in functions, status). Use Handout No. 1 on the rules for getting along with co-workers - Have students discuss or write a paragraph showing why these are important.

Using a discussion on grapevine communications, have students list (or discuss) the disadvantages. Cover thinking, speaking, listening, rumors and gossip.

VIII. Final summary

Round up the lesson by asking key questions.

1. How does the informal organization depend on the abilities and personalities of the individual?
2. List five ways to maintain good co-worker relations.
3. What is a grapevine - Is it always bad? Why or why not?

UNIT III-G: HUMAN RELATIONS
Lesson 10: Human relations in the informal organization
Handout No. 1

THE FIVE RULES FOR GETTING ALONG WITH CO-WORKERS IN THE INFORMAL
ORGANIZATION.

1. First, you must realize that the informal structure exists. It will be your personality and skills that contribute to its success.
2. It is essential that you realize that people are different. No two are alike. Try to put yourself in their place, treat people as individuals.
3. Accept responsibility for your job, your successes and mistakes. Admit it when you are wrong.
4. Claim credit if you deserve it. Don't brag. Don't avoid credit or make light of your work because you think co-workers could begin to think you are insincere.
5. Loyalty is extremely important to getting along with co-workers. Avoid gossip. Support your company, boss, co-workers and your own job.

UNIT III-H: HUMAN RELATIONS
Lesson 11: Improving human relations

I. Behavioral objectives

1. To give a discussion period on labor unions so that the student will be able to write a paragraph on the history and growth of unions in this country.
2. Given role-playing situations, the student will be able to decide on solutions to union problems sometimes encountered.
3. Given a handout on plans for training, the student will be able to role-play the part of a trainee.

II. Apperceptive base

Because our previous lessons have shown us that human relations are a very important part of our life, it is obvious that we should discuss our roles for improving human relations.

III. Motivational approach

Why do so many high school couples break up and get back together so often? One of the major factors influencing any relationship is how people adjust to personalities and situations.
Why do you care about improving your looks? Why should you care about your human relations?

IV. Aim

To learn about improving human relations.

V. Presentation

Your role in improving human relations

1. labor unions
2. role playing
3. plan for training

VI. Medial summary

1. What are the objectives of labor unions?
2. What is the purpose of role-playing
3. In what ways does an understanding of how people learn help you to learn?

VII. Application

Discuss labor unions. (History, growth, collective bargaining, union steward.) A resource is "Human Relations in Marketing" OMPM, Gregg/McGraw Hill, pp. 115 to 117

Using the examples on Handout No. 1 make two students take on appropriate roles (example, salesperson - customer). Role-play the

situation using the Handout No. 2 on "What to Know About Training". Have a student role-play the part of a trainee, and another student be the training supervisor. Go over each point - question/answer dialogue.

VIII. Final summary

1. What are pros and cons of labor unions? (List on board.)
2. How can role-playing help you to become prepared for a job?
3. Why must workers be trained? Why should they be retrained, or trained periodically?

Suggestion: Have a guest speaker come in to talk about unions.

HUMAN RELATIONS

1. Your "Modern Homemakers" shop had been opened for business only three weeks in its new location across town from its original site. Business has been exceptionally good, and the sale of many high-priced small appliances and unusual items for the home has bolstered your confidence that moving to this high-rent location was a wise decision. The first visitor to the shop this morning is a young woman who wants to return an electric egg cooker for a cash refund. She has no salescheck to prove the purchase had been made in your shop, and upon checking your stock of egg cookers, you find you still have the six you opened your store with. You explain this to the young woman, but she insists that she had received the item as a wedding present just two weeks ago and was told that it had been purchased in your store. You are hesitant to refund her the \$23.95 for a purchase you know was not made in your store, yet you realize your refusal might cause her, and possibly her friend, not to patronize your shop in the future. If you give her the refund, you will be adding an item of merchandise to an obviously slow-moving stock. What would be your decision in this case? Tell why you made the decision.
2. A customer brings a pair of gloves to your cash register. There is no price tag on the gloves. You know they are \$6.98. The customer insists on paying \$.99 because she found them in the clearance pile. How will you handle the situation?

WHAT TO KNOW ABOUT TRAINING

1. Have a specific plan. Set a specific goal. Decide how to reach this goal. Do not make your goal unreachable.
2. When training, show the whole job first. It is easier to understand the parts of a job if you know the result.
3. Give reasons for why things are being done. Explain why they are done in a certain way.
4. Be sure to give reports on progress. People need to be complimented as much as they need to have mistakes pointed out. This builds positive attitudes and avoids confusion.
5. Realize that everyone learns at a different pace. Individuals need to be treated as such. Be patient.
6. Realize that progress occurs at different levels. Trainees can learn one day and forget the next.
7. Keep in mind the time-span most effective for learning. A mind and body can learn just so much in one day. Breaks will be needed for rest.
8. Accuracy and speed will become important as the trainee progresses. If you are going to do any job worth doing, do it right.
9. There are many fears that can influence the new trainee. Nervousness can be dealt with by reassuring and/or encouraging the person.
10. A trainee can also become discouraged easily. One word of encouragement can reassure the trainee quicker than ten words of negative criticism.

IV. MERCHANDISING MATH UNIT OUTLINE

A. Pretest

B. Mathematics and sales

1. Adding
2. Listing sales
3. Making change

C. Handling sales records

1. Keeping sales records
2. Multiplication
3. Collecting sales tax
4. Subtraction
5. Short division

D. Cash register

1. Parts of the cash register
2. Function on the parts
3. How to read the tape
4. The change fund
5. Open and close the register
6. Transactions

E. Weights and measures

1. Units of length and width
2. Units of capacity
3. Units of weight
4. Metric system
5. Decimals
6. Fractions and prices

F. Inventory math and procedures

1. Inventory sheets
2. Price tags
3. Cost codes
4. Completing forms

G. Processing purchases

1. Checking invoices
2. Units of measure
3. Discounts
4. Invoice datings

H. Pricing mathematics and procedures

1. Language of pricing
2. Calculating initial markup

3. Markdown
4. Working with percentages

I. Payroll calculations

1. Payroll plans
2. Understanding paychecks
3. Payroll deductions
4. Net pay

MATHEMATICS

Owner - Manager

General competencies

Skill in figuring "open-to-buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise.

Skill in keeping stock control books - posting prices, styles, codes, sales, markdowns, merchandise returns, etc.

Skill in ability to maintain mathematically correct stock control records.

Analyze charts and graphs and interpret data.

Balance cash and total sales for the department and/or cash register at the end of the day.

Keep customer credit records of charges and payments.

Figure cash and trade discounts.

Skill in preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.

Knowledge that a department's gross margin should cover operating expenses and provide a percentage of profit.

Understanding of how to read and interpret a profit and loss statement.

Master - Employee

General competencies

Skill in making change and using the cash register.

Attitude that careful use of the cash register will reduce inventory and money shortages.

Multiply and extend figures with facility.

Add columns of figures with facility.

Ability to balance cash drawers against register readings.

Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day.

Occupational category: MATHEMATICS
Instructional area: Apparel and accessories
Level: Owner - Manager

Knowledge of how to determine a cash register error, the amount and how to correct it on the proper form.

Skill in being able to properly and correctly handle employee discounts.

Attitude that careful use of the cash register will reduce inventory and money shortages.

Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

Understanding of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

Knowledge of the procedures and factors involved in the retail and/or cost method of inventory.

Skill in figuring "open-to-buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise purchases within a planned period.

Skill in figuring turnover and interpreting its relationship to department or store operating profits.

Skill in setting price on goods and services that will cover the cost of operation and yield a profit.

Skill in keeping stock control books - posting prices, styles, codes, sales, markdowns, merchandise returns, etc.

Skill in ability to maintain mathematically correct stock control records.

Skill in figuring stock-to-sales ratios in an effort to maintain a department or store's in close relationship to its sales.

Attitude that open-to-buy is a guideline useful in merchandising a department profitably.

Attitude that adequate turnover is closely related to operating profits.

Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

Attitude that merchandise buying plans for specified periods serve as guidelines for profitable operations.

Multiply and extend figures with facility.

Use and translate percentages with facility.

Add columns of figures with facility.

Maintain proper records of cash received and bank deposits to prevent losses.

Analyze charts and graphs and interpret the data.

Balance cash and total sales for the department and or cash register at the end of the day.

Take and file customer credit applications and references.

Keep customer credit records of charges and payments.

Figure cash and trade discounts.

Skill in reading and interpreting self computing scales that speed up mathematical procedures such as tax computation charts.

Skill in computing local, state and federal taxes which must be applied in the sale of goods.

Ability to determine the price of merchandise being purchased in a lesser quantity than that originally multiple-priced.

Skill in preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.

Ability to balance cash drawers against register readings.

Knowledge that a department's gross margin should cover operating expenses and provide a percentage of profit.

Ability to make changes quickly and accurately.

Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day.

Knowledge that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.

Keep stock control books -- post prices, styles, codes, sales, markdown, merchandise returns, etc.

Apply the fundamental of business mathematics of retail merchandising.

Use the mathematical factors necessary in setting up merchandise buying plans for a specified time.

Figure markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.

Determine billed costs of merchandise after figuring quantity and trade discounts which the manufacturer offers.

Know that a department's net sales are derived by subtracting customers' returns and authorized price reductions from gross sales.

Compute factors which affect gross margin.

Interpret accounting reports for planning and controlling.

Figure gross margin percentages.

Calculate turnover rate.

Determine the merchandise being purchased in a lesser quantity than that originally multiple-priced.

Use accounting system based on retail price.

Understanding of how to read and interpret a profit and loss statement.

Occupational category: MATHEMATICS
Instructional area: Food Services
Level: Owner - Manager

Knowledge of how to determine a cash register error, the amount and how to correct it on the proper form.

Skill in accurately calculating the exact amount of a customer's purchase.

Skill in making change and using the cash register.

Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing saleschecks.

Skill in being able to properly and correctly handle employee discounts.

Knowledge of the procedures and factors involved in the retail and/or cost method of inventory.

Skill in figuring turnover and interpreting its relationship to department or store operating profits.

Skill in setting price on goods and services that will cover the cost of operation and yield a profit.

Skill in figuring stock-to-sales ratios in an effort to maintain a department or store's stocks in close relationship to its sales.

Attitude that open-to-buy is a guideline useful in merchandising a department profitably.

Attitude that adequate turnover is closely related to operating profits.

Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

Attitude that merchandise buying plans for specified periods serve as guidelines for profitable operations.

Select and analyze pertinent factors from a statistical or written report.

Multiply and extend figures with facility.

Use and translate percentages with facility.

Add columns of figures with facility.

Maintain proper records of cash received and bank deposits to prevent losses.

Take and file customer credit applications and references.

Knowledge of break-even points by department.

Ability to make changes quickly and accurately.

Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day.

Knowledge that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.

Keep stock control books -- post prices, styles, codes, sales, markdown, merchandise returns, etc.

Apply the fundamental of business mathematics of retail merchandising.

Use the mathematical factors necessary in setting up merchandise buying plans for a specified time.

Figure markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.

Determine billed costs of merchandise after figuring quantity and trade discounts which the manufacturer offers.

Know that a department's net sales are derived by subtracting customers' returns and authorized price reductions from gross sales.

Figure stock-to-sales ratios in an effort to maintain a department's or company's stocks in close relationship to its sales.

Be familiar with the role of credit in our economy.

Compute factors which affect gross margin.

Interpret accounting reports for planning and controlling.

Figure gross margin percentages.

Calculate turnover rate.

Compute, record, and report local, state and federal taxes which must be applied in the sale of goods.

Determine the merchandise being purchased in a lesser quantity than that originally multiple-priced.

Use accounting system based on retail price.

Compute mathematical manipulations up to and including first degree algebraic expressions.

Occupational category: MATHEMATICS
Instructional area: General merchandise
Level Owner - Manager

Attitude that careful use of the cash register will reduce inventory and money shortages.

Understanding of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

Skill in figuring turnover and interpreting its relationship to department or store operating profits.

Skill in setting price on goods and services that will cover the cost of operation and yield a profit.

Multiply and extend figures with facility.

Use and translate percentages with facility.

Add columns of figures with facility.

Maintain proper records of cash received and bank deposits to prevent losses.

Take and file customer credit applications and references.

Knowledge of break-even points by department.

Compute mathematical manipulations up to and including first degree algebraic expressions.

Occupational category: MATHEMATICS
Instructional area: Apparel and accessories
Level: Master - Employee

Knowledge of how to determine a cash register error, the amount and how to correct it on the proper form.

Skill in accurately calculating the exact amount of a customer's purchase.

Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing saleschecks.

Skill in being able to properly and correctly handle employee discounts.

Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

Understanding of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

Skill in keeping stock control books - posting prices, styles, codes, sales, markdowns, merchandise returns, etc.

Skill in ability to maintain mathematically correct stock control records.

Analyze charts and graphs and interpret the data.

Balance cash and total sales for the department and/or cash register at the end of the day.

Skill in reading and interpreting self computing scales that speed up mathematical procedures such as tax computation charts.

Skill in computing local, state and federal taxes which must be applied in the sale of goods.

Skill in quickly determining the correct amount of trading stamps to issue with a customer's purchase.

Ability to calculate the reimbursable amount of the returned bottles.

Skill in preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.

Compute, record and report local, state and federal taxes which must be applied in the sale of goods.

Occupational category: MATHEMATICS
Instructional area: Finance and Credit
Level: Master - Employee

Skill in figuring turnover and interpreting its relationship to department or store operating profits.

Skill in setting price on goods and services that will cover the cost of operation and yield a profit.

Skill in keeping stock control books - posting prices, styles, codes, sales, markdowns, merchandise returns, etc.

Skill in ability to maintain mathematically correct stock control records.

Attitude that adequate turnover is closely related to operating profits.

Maintain proper records of cash received and bank deposits to prevent losses.

Balance cash and total sales for the department and/or cash register at the end of the day.

Take and file customer credit applications and references.

Keep customer credit records of charges and payments.

Ability to calculate the reimbursable amount for the returned bottles.

Skill in preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.

Ability to make changes quickly and accurately.

Knowledge that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.

Keep stock control books - post prices, styles, codes, sales, markdowns, merchandise returns, etc.

Apply the fundamental of business mathematics of retail merchandising.

Occupational category: MATHEMATICS
Instructional area: Food marketing
Level: Master - Employee

Knowledge of how to determine a cash register error, the amount and how to correct it on the proper form.

Understanding of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

Skill in reading and interpreting self-computing scales that speed up mathematical procedures such as tax computation charts.

Occupational category: MATHEMATICS
Instructional area: General merchandise
Level: Master - Employee

Skill in accurately calculating the exact amount of a customer's purchase.

Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing saleschecks.

Skill in being able to properly and correctly handle employee discounts.

Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

Maintain proper records of cash received and bank deposits to prevent losses.

Analyze charts and graphs and interpret the data.

Balance cash and total sales for the department or cash register at the end of the day.

Take and file customer credit applications and references.

Ability to calculate the reimbursable amount for the returned bottles.

Ability to make changes quickly and accurately.

UNIT IV-A: MERCHANDISE MATH
Lesson 1: Pre-test

Place answers on answer sheet.

- | | | |
|---|---|---|
| 1. $\begin{array}{r} 29 \\ 42 \\ \underline{13} \end{array}$ | 2. $\begin{array}{r} 64 \\ 109 \\ \underline{14} \end{array}$ | 3. $\begin{array}{r} 1061 \\ 43 \\ \underline{695} \end{array}$ |
| 4. $\begin{array}{r} 68 \\ \underline{-49} \end{array}$ | 5. $\begin{array}{r} 425 \\ \underline{-67} \end{array}$ | 6. $\begin{array}{r} 240 \\ \underline{-139} \end{array}$ |
| 7. $\begin{array}{r} 24 \\ \underline{\times 8} \end{array}$ | 8. $\begin{array}{r} 643 \\ \underline{\times .43} \end{array}$ | 9. $\begin{array}{r} 2498 \\ \underline{\times 674} \end{array}$ |
| 10. $\frac{3}{4} \times \frac{2}{3}$ | 11. $\frac{1}{4} \times \frac{2}{3}$ | 12. $\begin{array}{r} 4786 \\ \underline{-1210} \end{array}$ |
| 13. $\begin{array}{r} .14 \\ \underline{\times .6} \end{array}$ | 14. $\begin{array}{r} 2076 \\ \underline{\times \frac{3}{4}} \end{array}$ | 15. $\begin{array}{r} 678 \\ \underline{\times 3.10} \end{array}$ |
| 16. $\begin{array}{r} 84.24 \\ \underline{-18.49} \end{array}$ | 17. $\begin{array}{r} \frac{2}{3} \\ \underline{+ \frac{3}{8}} \end{array}$ | 18. $\begin{array}{r} 201 \\ \underline{-199} \end{array}$ |
| 19. $250 \div 21 =$ | 20. $160 \div 49 =$ | 21. $1040 \div 12 =$ |
| 22. $1.18 \div 7 =$ | 23. $3 @ 89 =$ | 24. $4 \times 99 =$ |
| 25. $6 \text{ hours } 2 \$3.50 =$ | 26. $3\% \text{ of } 245 =$ | 27. $\begin{array}{r} 1.80 \\ \underline{\times 49} \end{array}$ |
| 28. $\begin{array}{r} 144.38 \\ \underline{- 8.92} \end{array}$ | 29. $\begin{array}{r} 27.09 \\ \underline{-13.02} \end{array}$ | 30. $\begin{array}{r} 248 \\ \underline{\times 3\%} \end{array}$ |
| 31. $3\frac{1}{2} \times 2\frac{1}{2} =$ | 32. $3\% \times \$25.00 =$ | 33. $2.25 \times 7 =$ |
| 34. $119.73 - 99.80 =$ | 35. $289 \times .05 =$ | 36. $85\% + 10\% =$ |
| 37. $120 \times .89 =$ | 38. $1248 \times .06 =$ | 39. $789 \div 13 =$ |
| 40. $\begin{array}{r} 1780 \\ \underline{\times 3/8} \end{array}$ | 41. $\begin{array}{r} 392 \\ \underline{\times 74} \end{array}$ | 42. $\begin{array}{r} 7868 \\ \underline{-5490} \end{array}$ |
| 43. Blouses cost \$49.95 per dozen. What will six cost? | | |
| 44. How many inches are in $6\frac{1}{2}$ feet? | | |

45. How many feet are in 6 yards?
46. If you work 25 hours and get paid \$3.25 an hour, what would your gross pay be?
47. What would your discount be if you got 20% off a \$16.75 blouse?
48. 144 pieces equals how many dozen?
49. $3\frac{1}{2}$ yards of fabric @ \$2.49 =
50. 4 snow tires @ \$69.95 =

ANSWER SHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

ANSWER KEY

- | | |
|----------------|---------------|
| 1. 84 | 26. 7.35 |
| 2. 187 | 27. 88.20 |
| 3. 1799 | 28. 135.46 |
| 4. 19 | 29. 1407 |
| 5. 358 | 30. 7.44 |
| 6. 101 | 31. 8.75 |
| 7. 192 | 32. .75 |
| 8. 276.49 | 33. 15.75 |
| 9. 1,683,652.0 | 34. 19.93 |
| 10. $1/2$ | 35. 14.45 |
| 11. $1/6$ | 36. 95% |
| 12. 3576 | 37. 106.8 |
| 13. .08 | 38. 74.88 |
| 14. 1557 | 39. 60.69 |
| 15. 2101.8 | 40. 667.5 |
| 16. 65.75 | 41. 29,008 |
| 17. $1-1/24$ | 42. 2,378 |
| 18. 2 | 43. 24.98 |
| 19. 11.90 | 44. 78 inches |
| 20. 3.27 | 45. 18 feet |
| 21. 86.67 | 46. 81.25 |
| 22. .17 | 47. 3.35 |
| 23. 267 | 48. 12 |
| 24. 396 | 49. 8.72 |
| 25. \$21.00 | 50. 279.80 |

UNIT IV-B: MERCHANDISE MATH
Lesson 2: Mathematics and sales

I. Behavioral objectives

1. Given a column of numbers, the student will be able to add them with 100% accuracy.
2. Given a group of listed items, the student will be able to list them on a sales form.
3. Given a chart, the student will be able to show the change due the customer in each case given.

II. Apperceptive base

Have you ever left a store with too much or too little change?

III. Motivational approach

How much change from one dollar would you get if the item cost 64¢?

IV. Aim

To learn how to make change.
To learn how to list sales and add the figures.

V. Presentation

Specific material - Mathematics and sales

1. Adding
2. Listing sales

VI. Medial summary

- 1., 2. Have students add several simple columns of figures.

VII. Presentation (cont.)

Specific material
3. Making change

VIII. Medial summary (cont.)

3. Have students discuss the steps of making change.

IX. Application

Have students complete the enclosed handouts.

X. Final summary

Have students go over the handouts. Check the answer key for correct answers.

UNIT IV-B:
Lesson 2:

MERCHANDISE MATH
Handout No. 1

ADDING

Add these problems:

1. 29
46
31
14
10
11

2. 87
92
45
55
16
29

3. 2.91
3.40
7.80
9.99
2.00
1.49

4. 1.86
.75
.39
2.89
7.77
.14

5. .43
16.90
9.99
.14
76.99
3.33

6. 1 record \$.79
1 shirt 7.98
1 pair jeans 19.99
\$

7. 1 racquet \$ 15.98
1 can racquetballs 3.49
1 glove 5.79
1 pr. shorts 9.99
\$

UNIT IV-B: MERCHANDISE MATH
Lesson 2: Handout No. 2

Listing sales.

Using the blank sales check list the items - add the amounts. Be neat, accurate and complete.

Sales check

Quantity	Item	Amount
Total \$		Answer

1. 1 box nails 69¢;
1 box screws, 85¢;
1 hammer, 7.95;
1 screwdriver, 4.89;
1 ruler, 3.45

2. 1 belt, \$3.50;
1 hat, \$5.95;
1 pair gloves, \$4.88;
1 chain, \$9.95;
1 scarf, \$10.59

3. 1 pen, 59¢;
1 ruler, 79¢;
1 eraser, 69¢;
1 pad of paper, 89¢;
1 notebook, \$1.39

4. 1 pair socks, \$1.25;
1 pair sneakers, \$15.95;
1 pair laces, 89¢;
1 shirt, \$9.99;
1 pair shorts, \$7.88

UNIT IV-B:
Lesson 2:

MERCHANDISE MATH
Handout No. 3

Sale	Amount of sale	Amount received	Change due						
			1¢	5¢	10¢	25¢	\$1.00	\$5.00	\$10.00
example	45¢	50¢		1					
1	\$3.25	\$ 5.00							
2	9.95	10.00							
3	.79	5.00							
4	.44	5.00							
5	2.22	3.00							
6	3.81	4.00							
7	.69	1.00							
8	4.22	4.50							
9	6.78	10.00							
10	7.59	7.75							

UNIT IV-B:
Lesson 2:

MERCHANDISE MATH
Answer key

Handout No. 1

1. 141
2. 324
3. \$27.59
4. \$13.80
5. \$107.77
6. \$28.76
7. \$35.25

Handout No. 2

1. \$17.83
2. \$34.87
3. \$4.35
4. \$35.96

Handout No. 3

1. 3, 25¢; 1, \$1.00
2. 1, 5¢
3. 1, 1¢; 2, 10¢; 4, \$1.00
4. 1, 1¢; 1, 5¢; 2, 25¢; 4, \$1.00
5. 3, 1¢; 3, 25¢
6. 4, 1¢; 1, 5¢; 1, 10¢
7. 1, 1¢; 1, 5¢; 1, 25¢
8. 3, 1¢; 1, 25¢
9. 2, 1¢; 2, 10¢; 3, \$1.00
10. 1, 1¢; 1, 5¢; 1, 10¢

UNIT IV-C : MERCHANDISE MATH
Lesson 3: Handling sales records

I. Behavioral objectives

1. To give examples of sales checks so that students will be able to apply subtraction, multiplication and short-division principles, to the satisfaction of the teacher.
2. Given a sales tax chart, the student will be able to calculate the appropriate sales tax with 100% accuracy.

II. Apperceptive base

Our previous lesson gave us background in listing sales and addition. Not every sales transaction will be so simple.

III. Motivational approach

What would be the way to figure out the total cost of a sale when you buy three of the same item? If soda is on sale three for \$1.00 and you only want to buy one, how do you determine the price?

IV. Aim

To learn how to apply mathematic functions to sales records.

V. Presentation

Specific material

1. Keeping sales checks

Give students a copy of "Hints", Handout No. 1 - 1 to 15

VI. Medial summary

Students put away Handout No. 1

Teacher uses board to list as many hints as students can recall.

VII. Presentation (cont.)

Specific material

2. Multiplication

See handout No. 2

VIII. Medial summary (cont.)

Teacher places additional problems in multiplication on the board.

IX. Presentation

Specific material

3. Collecting sales tax

Distribute handout No. 3

Discuss: What is sales tax?
What are taxable items?
What are non-taxable items?

X. Medial summary (cont.)

Ask questions pertinent to the specific material "sales tax".

XI. Presentation (cont.)

Specific material

4. Subtraction

Review procedure on subtraction function.

XII. Medial summary (cont.)

Teacher places subtraction problems on the board.

XIII. Presentation (cont.)

Specific material

5. Short division

Distribute handout No. 5

XIV. Medial summary (cont.)

Teacher can place some short division problems on board to review and explain.

XV. Application

Have students complete the enclosed handouts.

XVI. Final summary

Go over the answers on the handouts - use the answer key.

HINTS ON HOW TO KEEP YOUR SALES RECORDS

1. Write clearly
2. Write legibly
3. Write neatly
4. Write the correct date
5. Be accurate
6. Use your name or identification number
7. Know how and when to void a sales check
8. Check calculations
9. Don't lose any sales checks
10. Put copies of sales checks in proper places
11. Have customer sign the sales check
12. Give the customer a copy
13. Keep different sales checks in separate compartments
14. Be careful not to transpose figures
15. Ask questions if you are not sure of anything.

MULTIPLICATION

Place your answers on the lines.

- | | |
|------------------------------------|-----------|
| 1. $3 \times 59¢ = (3 \times .59)$ | 1. _____ |
| 2. $6 @ 44¢ = (6 \times .44)$ | 2. _____ |
| 3. $1.18 \times 10 =$ | 3. _____ |
| 4. $2 \times \$14.98 =$ | 4. _____ |
| 5. 2 sweaters, @ \$12.95 | 5. _____ |
| 6. 5 albums, @ \$6.00 = | 6. _____ |
| 7. $\$8.43 \times 100 =$ | 7. _____ |
| 8. 2 hats $\times \$5.37 =$ | 8. _____ |
| 9. 671 stamps @ 17¢ = | 9. _____ |
| 10. 8 glasses, @ 98¢ = | 10. _____ |

CALCULATING SALES TAX

5% Sales Tax Schedule

<u>Amount of sale</u>	<u>Sales tax</u>
\$.01 - .09	\$.00
.10 - .29	.01
.30 - .49	.02
.50 - .69	.03
.70 - .89	.04
.90 - \$1.09	.05
5% = \$.05	decimal fraction

\$1.00	x	.05	=	\$.05
\$10.00	x	.05	=	\$.50
\$100.00	x	.05	=	\$ 5.00

What would the tax be for these items?

- | | |
|-----------------------------------|-----------|
| 1. 1 paint brush, 79¢ | 1. _____ |
| 2. 1 pack gum, 25¢ | 2. _____ |
| 3. 1 pack candy, 29¢ | 3. _____ |
| 4. 1 notebooks, @ 50¢ | 4. _____ |
| 5. 1 hair brush, 57¢ | 5. _____ |
| 6. 1 record album, \$4.95 | 6. _____ |
| 7. 1 bottle shampoo, \$2.56 | 7. _____ |
| 8. 1 snow tire, \$59.99 | 8. _____ |
| 9. 2 tubes of toothpaste, @ 69¢ | 9. _____ |
| 10. 3 bags of potatoe chips @ 89¢ | 10. _____ |

UNIT IV-C:
Lesson 3:

MERCHANDISE MATH
Handout No. 4

SUBTRACTION

- | | |
|---------------------------|-----------|
| 1. $59 - 39 =$ | 1. _____ |
| 2. $110 - 16 =$ | 2. _____ |
| 3. $44 - 23 =$ | 3. _____ |
| 4. $\$1.50 - .33 =$ | 4. _____ |
| 5. $\$11.60 - \$5.49 =$ | 5. _____ |
| 6. $\$20.99 - \$4.07 =$ | 6. _____ |
| 7. $\$100.00 - \$16.71 =$ | 7. _____ |
| 8. $\$8.88 - \$4.71 =$ | 8. _____ |
| 9. $\$13.98 - \$7.00 =$ | 9. _____ |
| 10. $\$69.95 - \$24.69 =$ | 10. _____ |

UNIT IV-C:
Lesson 3:

MERCHANDISE MATH
Handout No. 5

REVIEWING SHORT DIVISION

			quotient
	divisor	dividend	
1.	2	24	1. _____
2.	2	79	2. _____
3.	3	66	3. _____
4.	6	54	4. _____
5.	5	39	5. _____
6.	4	70	6. _____
7.	2	105	7. _____
8.	2	98	8. _____
9.	3	1090	9. _____
10.	2	2423	10. _____

UNIT IV-C:
Lesson 3:

MERCHANDISE MATH
Handout answer key

Handout No. 2

1. \$1.77
2. 2.64
3. 11.80
4. 29.96
5. 25.90
6. 40.00
7. 843.00
8. 10.74
9. 114.07
10. 7.84

Handout No. 4

1. 20
2. 94
3. 21
4. 1.17
5. 6.11
6. 16.92
7. 83.29
8. 4.17
9. 6.98
10. 45.26

Handout No. 3

1. \$.04
2. .01
3. .01
4. .05
5. .03
6. .25
7. .13
8. 3.00
9. .07
10. .13

Handout No. 5

1. 12
2. 39.5
3. 22
4. 9
5. 7.8
6. 17.5
7. 52.5
8. 49
9. 363.3
10. 1211.5

UNIT IV-D: MERCHANDISE MATH
Lesson 4: Cash register

I. Behavioral objectives

1. To show an illustration of a register so that the student will be able to learn and write about the function of the parts.
2. Given a cash register tape, the student will be able to label the parts of the tape.
3. Given an illustration of a cash drawer, the student will be able to identify where the different denominations of coins and currency should be placed.
4. With the use of a cash register, the student will be able to compute a cash-sale transaction.

II. Apperceptive base

Our previous lesson introduced us to the handling of sales records. This lesson will allow us to put our knowledge to use.

III. Motivational approach

Why are there so many different types of cash registers?
Have you ever tried to read a register tape? What do the abbreviations stand for?

IV. Aim

To learn about the cash register.

V. Presentation

Specific material

1. Parts of the cash register
2. Function of the parts
See Handout No. 1. Go over parts with students - have a discussion on the function of these parts.

VI. Medial summary

Using the handout, ask students to write on paper the functions of each of ten parts of the register.

VII. Presentation (cont.)

Specific material

3. How to read the tape - See handout No. 2.

VIII. Medial summary

Possible suggestion to review parts of the tape: Make a transparency of the handout.

IX. Presentation (cont.)

Specific presentation

4. The change fund - See Handout No. 3

Identify where the different denominations of coins and currency would be placed in the cash drawer.

X. Medial summary

Using the handout, review the answers. See the answer key.

XI. Presentation (cont.)

Specific material

5. Open and close the register - See Handout No. 4

Class discussion on specific steps.

XII. Medial summary

Ask questions to find out if students have an understanding of the opening and closing procedure.

Example: "How do you know if you are short?"

XIII. Presentation (cont.)

Specific material

6. Transactions.

See Handout No. 5

If possible, do these problems on the cash register.

XIV. Medial summary

Review Handout No. 5 - See answer key

XV. Application

Have students complete the enclosed handouts.

XVI. Final summary

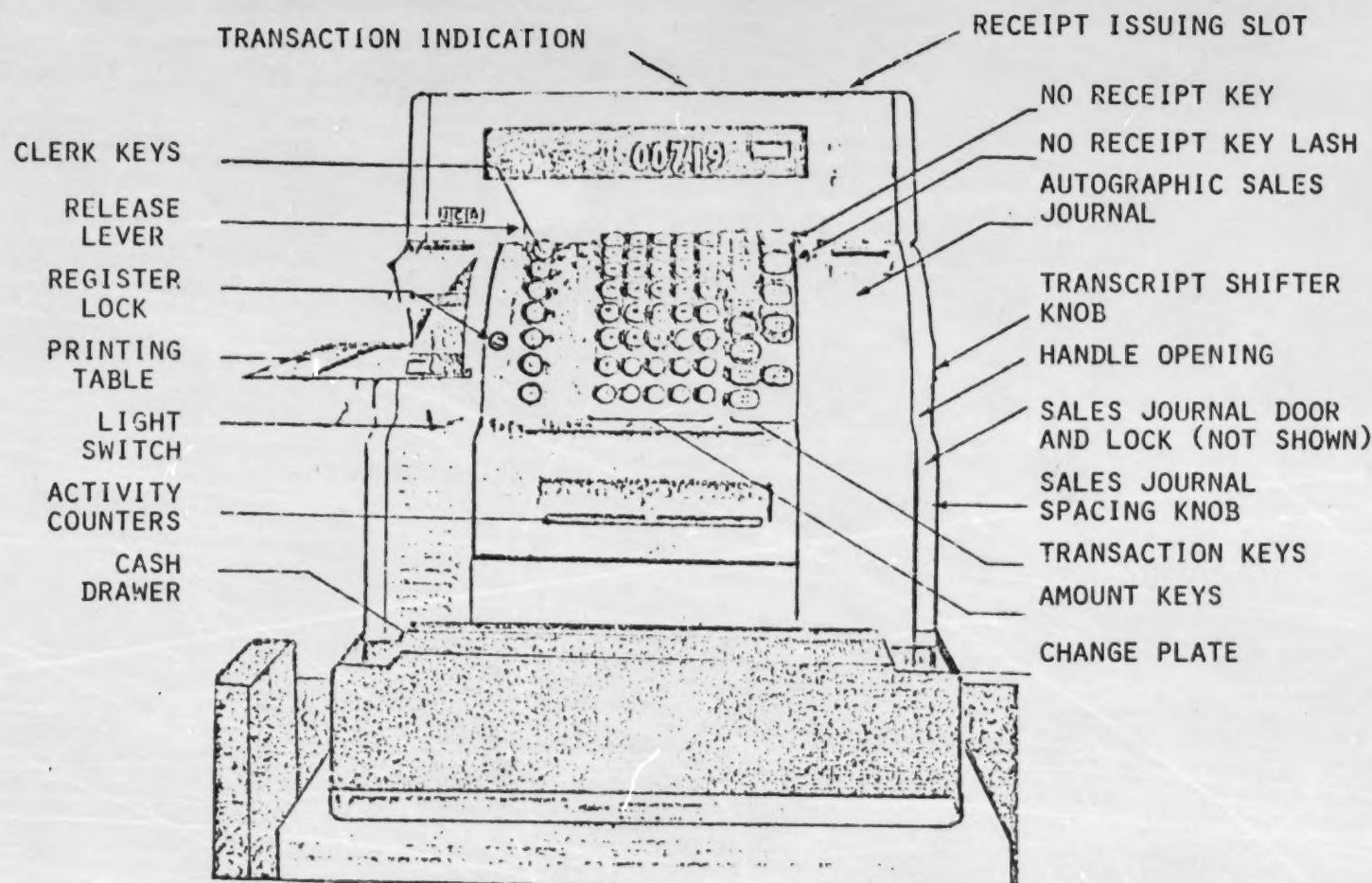
Go over all the answers on the handouts - See answer key.

UNIT IV-D:
Lesson 4:

MERCHANDISE MATH
Handout No. 2

THE CASH REGISTER TAPE

CHANNEL	←	Store name
9736	←	Cash register number
18 Aug. 80	←	Date
	←	Clerk key
\$ 000.0 A		
\$ 001.79 TX	←	Taxable item
\$ 010.99 A		
\$ 001.49 A		Department code
\$ 000.79 A		
\$ 000.43 A		
\$ 015.49 SUB	←	Sub total
TOTAL		
\$ 000.09 A TX	←	Sales tax
\$ 015.58 T	←	Total
\$ 020.00 AT	←	Amount tendered
\$ 004.42 CH	←	Change due
67438	←	Transaction number
THANK YOU	←	Closing
HAVE A NICE DAY		



UNIT IV-D:
Lesson 4:

MERCHANDISE MATH
Handout No. 3

THE CASH DRAWER

1	2	3	4	5
6	7	8	9	10

Identify where the different denominations of coins and currency
would be placed in the cash drawer.

STEPS FOR OPENING THE REGISTER

1. Pick up the change fund.
2. Sort change and bills.
3. Put each specific denomination of coins and currency in correct compartment.
4. Count each denomination, record amount.
5. Add up all individual totals. Is change fund even, over, or short?

STEPS FOR CLOSING THE REGISTER

1. Pre-sort all bills from change.
2. Count total amount in drawer.
3. Subtract sales for the day from your total.
4. Decide if you are even, over, or short.
5. Return change-fund to proper location.

UNIT IV-D: MERCHANDISE MATH
Lesson 4: Handout No. 5

Using the following six steps do these cash register problems.

1. add
2. sub total
3. tax
4. total
5. amount tendered
6. change

1) a. .84, .99, .45, (1.25 tax.) b. sub total c. figure sales tax (on 1.25) d. total e. amount tendered = \$5.00 f. change	2) a. .22, .45, (.69 tax., .59 tax.) b. subtotal c. figure sales tax (on .69 + .59) d. total e. amount tendered = \$5.00 f. change
3) a. 4.95, 3.33, 7.95 (10.95 tax.) b. subtotal c. figure sales tax (on \$10.95) d. total e. amount tendered = \$30.00 f. change	4) a. 5.99, 4.99, 3.99, (10.11 tax.) b. subtotal c. figure sales tax (on \$10.11) d. total e. amount tendered = \$50.00 f. change

UNIT IV-D: MERCHANDISE MATH
Lesson 4: Handouts answer key

Handout No. 3

1. Empty for extra rolls of change, etc.
2. \$20.00 bills
3. \$10.00 bills
4. \$5.00 bills
5. \$1.00 bills
6. half dollars
7. quarters
8. dimes
9. nickles
10. pennies

Handout No. 3

- | | |
|--------------|------------|
| 1. a. - | 2. a. - |
| 2. b. \$3.53 | b. \$1.95 |
| c. 06¢ | c. .06 |
| d. \$3.59 | d. \$2.01 |
| e. - | e. - |
| f. \$1.41 | f. \$2.99 |
| 3. a. - | 4. a. - |
| b. \$27.18 | b. \$25.08 |
| c. 53¢ | c. 50¢ |
| d. \$27.73 | d. \$25.58 |
| e. - | e. - |
| f. \$2.27 | f. \$24.42 |

UNIT IV-E: MERCHANDISE MATH
Lesson 5: Weights and measures

I. Behavioral objectives

1. To give a series of problems on lengths and widths so that the student will be able to calculate answers with 100% accuracy.
2. To give a series of problems on capacity and width so that the student will be able to calculate answers with 100% accuracy.
3. To present information about the metric system so that the student will be able to compute metric units into U.S. customary units.
4. To give a series of problems on decimals and fractions so that the student will be able to calculate the answers with 100% accuracy.

II. Apperceptive base

Have you ever wondered why some packages list two units of measure?
Ex.: 32 ounces, 1 quart.

III. Motivational approach

If there are 16 ounces in one pound, how many ounces do you weigh?
(Have students figure this out.)

IV. Aim

To learn how to use weights and measures.

V. Presentation

Specific material

1. lengths and width
2. capacity
3. weight

Use handouts Nos. 1 and 2

Please note: Teacher should introduce each handout to class to determine at which level the class is and how much the students know.

VI. Medial summary

Teacher can place some additional problems specific to lengths, widths, capacity and weight on the board.

VII. Presentation (cont.)

Specific material

4. Metric system

Use Handouts Nos. 3 and 4.

VIII. Medial summary (cont.)

Teacher can put some additional metric problems on the board.

IX. Presentation (cont.)

Specific material

5. Decimals

6. Fractions and prices

Use Handouts Nos. 5 and 6

X. Medial summary (cont.)

Teacher can put some additional problems on the board

XI. Application

Have students complete the handouts.

XII. Final summary

Go over handouts - check answer key.

U.S. CUSTOMARY SYSTEM

Units of length and width

12 inches (in.)	=	1 foot (ft.)
36 inches	=	1 yard (yd.)
3 feet	=	1 yard
5,280 feet	=	1 mile (mi.)

Units of capacity

16 fluid ounces	=	1 pint (pt.)
32 ounces	=	1 quart (qt.)
2 pints	=	1 quart
4 quarts	=	1 gallon (gal.)
8 pints	=	1 gallon

Units of weight

16 ounces (oz.)	=	1 pound (lb.)
2,000 pounds	=	1 ton (t)
100 pounds	=	1 hundred weight (cwt.)

UNIT IV-E: MERCHANDISE MATH
Lesson 5: Handout No. 2

Problems on length, width, capacity and weight. Calculate these problems. (Place answers in column.)

- | | |
|--|-----------|
| 1. $3\frac{1}{2}$ yards of ribbon @ 79¢ = | 1. _____ |
| 2. 3 jars of beans, 2/89¢ = | 2. _____ |
| 3. 10 glasses at 2 for 25¢ = | 3. _____ |
| 4. 15,840 feet , how many miles? | 4. _____ |
| 5. How many feet in 17 yards? | 5. _____ |
| 6. How many inches in $7\frac{1}{2}$ feet? | 6. _____ |
| 7. 2 pints have how many ounces? | 7. _____ |
| 8. 64 ounces equal how many pints? | 8. _____ |
| 9. 7 gallons have how many ounces? | 9. _____ |
| 10. How many quarts in 10 gallons? | 10. _____ |
| 11. How many pints in $\frac{1}{2}$ gallon? | 11. _____ |
| 12. $2\frac{1}{2}$ quarts equal how many ounces? | 12. _____ |
| 13. How many fluid ounces in 3 quarts? | 13. _____ |
| 14. $16\frac{1}{2}$ gallons equal how many quarts? | 14. _____ |
| 15. $\frac{1}{2}$ lb equals how many ounces? | 15. _____ |
| 16. 117 ounces equals how many pounds? | 16. _____ |
| 17. $\frac{1}{2}$ ton is how many pounds? | 17. _____ |
| 18. 2017 tons equals how many pounds? | 18. _____ |
| 19. 3 hundred weight equals how many pounds? | 19. _____ |
| 20. 137 pounds equals how many ounces? | 20. _____ |

WEIGHTS AND MEASURES

Metric system

Units of length and width

10 millimeters (mm.)	= 1 centimeter (cm.)
1,000 millimeters	= 1 meter (m.)
100 centimeters	= 1 meter
1,000 meters	= 1 kilometer (km.)

Units of capacity

1,000 milliliters (ml.)	= 1 liter (l.)
-------------------------	----------------

Units of mass

1,000 grams (g.)	= 1 kilogram (kg.)
1,000 kilograms (kg)	= 1 metric ton (t)
500 grams	= 1 pound (lb.)

	<u>Symbol</u>	<u>Prefix</u>	<u>Definition</u>
1.	M	mega	one million (1,000,000)
2.	K	kilo	one thousand (1,000)
3.	H	hecto	one hundred (100)
4.	D	deka	ten (10)
5.	d	deci	one tenth (0.1)
6.	c	centi	one hundredth (0.01)
7.	m	milli	one thousandth (0.001)

UNIT IV-E: MERCHANDISE MATH
Lesson 5: Handout No. 3 (cont.)

Metric system (cont.)

	<u>Unit</u>	<u>Symbol</u>	<u>Definition</u>
Length	millimeter	mm	1mm = 0.001m
	centimeter	cm	1cm = 10 mm
	decimeter	dm	1dm = 10 cm
	meter	m	1m = 100 cm
	kilometer	Km	1Km = 1,000 m
Capacity	Cubic centimeter or milliliter	cm , ml	1 cm = 0.001 L 1 ml
	Cubic decimeter or liter	dm , L	1 dm = 1000 L 1 L
	Cubic meter or liter	m	1 m = 1000 L
Mass	milligram	mg	1 mg = 0.001 g
	gram	g	1 g = 1,000 mg
	kilogram	Kg	1 kg = 1,000 g
	metric ton	t	1 t = 1,000 Kg

UNIT IV-E: MERCHANDISE MATH
Lesson 5: Handout No. 4

Metric system problems

Answers

- | | | | |
|-----|-----------------------------|-----|-------|
| 1. | 21.5 cm = _____ m | 1. | _____ |
| 2. | 55 cm = _____ m | 2. | _____ |
| 3. | 71 cm = _____ m | 3. | _____ |
| 4. | $1/4$ m = _____ cm | 4. | _____ |
| 5. | $1/3$ m = _____ cm | 5. | _____ |
| 6. | $1/2$ m = _____ cm | 6. | _____ |
| 7. | $2/3$ m = _____ cm | 7. | _____ |
| 8. | $3/4$ m = _____ cm | 8. | _____ |
| 9. | $2/4$ m = _____ cm | 9. | _____ |
| 10. | 150 g = _____ kg | 10. | _____ |
| 11. | 200 g = _____ kg | 11. | _____ |
| 12. | 675 g = _____ kg | 12. | _____ |
| 13. | $1/4$ kg = _____ g | 13. | _____ |
| 14. | $1/2$ kg = _____ g | 14. | _____ |
| 15. | 300 lbs = _____ cwt. | 15. | _____ |
| 16. | 2,000 kg = _____ metric ton | 16. | _____ |
| 17. | 7 ml = _____ L | 17. | _____ |
| 18. | 10 cm = _____ m | 18. | _____ |
| 19. | 351 ml = _____ L | 19. | _____ |
| 20. | 250 mg = _____ g | 20. | _____ |

DECIMALS

Review these functions with students prior to doing handout problems:

1. Changing decimals to percents.
2. Changing percents to decimals.
3. Changing fractions to percents.
4. Changing percents to fractions.
5. Finding the percent of a quantity.
6. Finding what percent one quantity is of another.
7. Changing fractions to decimal equivalents.
8. Changing mixed numbers to decimal equivalents.
9. Multiplying decimals.

Place your answer at the right

- | | |
|-------------------------------|-----------|
| 1. .33 = _____ % | 1. _____ |
| 2. .54 = _____ % | 2. _____ |
| 3. .76 = _____ % | 3. _____ |
| 4. 50% = . _____ | 4. _____ |
| 5. 27% = . _____ | 5. _____ |
| 6. 17% = . _____ | 6. _____ |
| 7. $\frac{2}{3}$ = _____ % | 7. _____ |
| 8. $\frac{1}{4}$ = _____ % | 8. _____ |
| 9. $\frac{1}{25}$ = _____ % | 9. _____ |
| 10. 25% = _____ fraction | 10. _____ |
| 11. 79% = _____ fraction | 11. _____ |
| 12. 99% = _____ fraction | 12. _____ |
| 13. 18 is 34% of _____ | 13. _____ |
| 14. 38 is 64% of _____ | 14. _____ |
| 15. 10 is what % of 100 _____ | 15. _____ |

16. 25 is what % of 50 _____

16. _____

17. 30 is what % of 90 _____

17. _____

18. $\frac{2}{3} =$ _____ %

18. _____

19. $\frac{1}{4} =$ _____ %

19. _____

20. $\frac{2}{8} =$ _____ %

20. _____

21. $2\frac{1}{4} =$ _____ %

21. _____

22. $23\frac{1}{2} =$ _____

22. _____

23. $.25 \times 200 =$ _____

23. _____

24. $.39 \times 1\frac{1}{2} =$ _____

24. _____

25. $.69 \times .75 =$ _____

25. _____

CHANGING FRACTIONS AND DECIMALS

Learner's objective: You will learn to change decimals to fractions and fractions to decimals.

I will show you how to change decimals to fractions. Decimals are really fractions that have denominations of 10, 100, 1000 and so on.

I will show you how to change fractions to decimals. To change a fraction to a decimal, you find an equivalent fraction that has a denominator of 10, 100 1000 and so on.



As we read the decimals, we are really telling the denominator of the fraction. I know .8 is read "eight tenths" The denominator is 10.

$$= \frac{8}{10}$$

$$\frac{1}{4} = \frac{1 \times 25}{4 \times 25} = \frac{25}{100} = .25$$

I find the number to multiply by doing a division problem. I use the denominator as a divisor and 10 or 100 or 1000 as the dividend.

$$\begin{array}{r} 4 \overline{) 10} \text{ or } 4 \overline{) 100} \text{ or } \\ 4 \overline{) 1000} \end{array}$$

You should always write your answer in the simplest form.

$$8 = \frac{8}{10} = \frac{4}{5}$$

Change each decimal to a fraction in simplest form.

1. .6 =
2. .45 =
3. .400 =
4. .72 =

Change each fraction to a decimal.

1. $\frac{3}{4}$ =
2. $\frac{7}{25}$ =
3. $\frac{9}{50}$ =
4. $\frac{5}{8}$ =

UNIT IV-E:
Lesson 5:

MERCHANDISE MATH
Answer sheet

	<u>Handout No. 2</u>	<u>Handout No. 4</u>	<u>Handout No. 5</u>	<u>Handout No. 6</u>
1.	\$2.77	0.215 m	33%	3/5
2.	\$1.34	0.550 m	54%	45/100
3.	\$1.25	0.710 m	76%	2/5
4.	3 miles	25 cm	.50	72/100
5.	51	33.33 cm	.27	
6.	90	50 cm	.17	.75
7.	32	66.66 cm	67%	.28
8.	4	75 cm	25%	.18
9.	896	50 cm	4%	.625
10.	40	0.15 kg	1/4	
11.	4	0.2 kg	79/100	
12.	80	0.675 kg	99/100	
13.	96	250 g	53	
14.	66	500 g	59	
15.	8 oz.	3 cwt.	10%	
16.	7.31	2 metric ton	50%	
17.	1,000 lbs	0.007 ml	33%	
18.	4,034,000	0.1 m	67%	
19.	300	0.351 L	25%	
20.	2.192	9.25 g	25%	
21.			2.25%	
22.			23.5%	
23.			50	
24.			.59	
25.			.52	

UNIT IV-F: MERCHANDISE MATH
Lesson 6: Inventory math and procedure

I. Behavioral objectives

1. Given an inventory sheet, the student will be able to calculate the extension.
2. Given price tags, the student will be able to identify the retail price.
3. Given a cost code, the student will be able to deduce the correct retail price.
4. Given inventory forms, the student will be able to arrange given information.

II. Apperceptive base

Did you ever return an item to a retail store with half the tag on it? Were you surprised to find out that the salesperson knew the price? How does a business know how much merchandise they have on hand at a given time?

III. Motivational approach

At least once or twice a year large stores take a physical inventory. They actually hand-count each item. There are many important things to know. How many of these things do you really know?

IV. Aim

To learn inventory math and procedures.

V. Presentation

1. Inventory sheets

Discussion on why different stores might have different forms. Why are forms printed up ahead of time? Why would large companies give classes on how to take an inventory?

Use Handout No. 1. Have students identify all parts of the sheet. Do extensions.

VI. Medial summary

1. How do you find an extension? Why are inventory sheets checked?

VII. Presentation (cont.)

2. Price tags

Using Handout No. 2, students will decide which is the retail price. (Point out that there are many different types of price tags.)

Project - Do a bulletin board of price tags, each student will bring a few.

UNIT IV-F: MERCHANDISE MATH
Lesson 6: Inventory math and procedures (cont.)

VIII. Medial summary (cont.)

2. Why is there so much information on a price tag?
Why do we see so many different price tags?
(Project - Have students design their own price tag.)

IX. Presentation (cont.)

3. Cost codes
Use Handout No. 3

X. Medial summary (cont.)

3. Have students invent their own cost code and make up a few sample problems to be exchanged with another student.

XI. Presentation (cont.)

4. Completing forms
Duplicate the Inventory Sheet on Handout No. 4. Have students do the three problems on completing the form.

XII. Medial summary (cont.)

4. Teacher can place bonus problem on board. Why must an inventory sheet be neat, accurate and complete?

XIII. Application

Teacher will use the handouts given.

XIV. Final summary

Go over each section.
Ask questions specific to each area.
Go over the answers to the problems.

UNIT IV-F: MERCHANDISE MATH
Lesson 6: Handout No. 1

INVENTORY SHEET

Date _____

Dept. _____ Counted by _____ Checked by _____

Line	Description of the item	Style No.	How many? Quantity	Unit	Cost Price	Extension
1.	Tennis racquets	670	5	ea	29.95	
2.	Tube socks	73	8	pr	2.25	
3.	Pens blue ball point	0940	6	doz	2.95	
4.	Stainless steel flatware	778	3	set	15.98	
5.	Books	69	4	ea	5.99	
6.	Black leather shoes	0984	12	pr	10.00	
7.	Pencils No. 2	7480	12	doz	1.35	
8.	Coat unlined plaid	34034	3	ea	39.95	
9.	Rulers - plastic , 6"	97	4	ea	.39	

PRICE TAGS

1.

Bob's Snack Bar	
77	- 3
24	01-07
3.99	

2.

NANCY'S		Store	
DRESS SHOPPE		Name	
Dept.	73	- 09	Class
No.			
Manu-	27	03-04	Season
facturer			Code
29.95		Retail	
		Price	

3.

RYDER'S	
RECORD SHOP	
84	- 091
71	07-41
7.99	

4.

PUPPY PARADE	
96	- 0778
69	06-28
3.45	

COST CODES

A cost code is a system of letters or numbers on a price tag that are coded (rearranged) so only the seller can understand them.

The advantage to this is that the seller can determine the correct retail price of the item (Example: the item is returned to the store after it was given as a present).

A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	0

ADIH
14.98

Any combination of letters or numbers is decided upon by the individual store.

Figure out the following:

- | | |
|--------------|-----------|
| 1. EBFJ | 1. _____ |
| 2. IADF | 2. _____ |
| 3. GHJJ | 3. _____ |
| 4. ACFH | 4. _____ |
| 5. EEIB | 5. _____ |
| 6. \$16.98 | 6. _____ |
| 7. \$34.56 | 7. _____ |
| 8. \$15.97 | 8. _____ |
| 9. \$44.91 | 9. _____ |
| 10. \$129.56 | 10. _____ |

MERCHANDISE MATH
Handout No. 4

[illegible]

UNIT IV-F: MERCHANDISE MATH
Lesson 6: Handout No. 4 (cont.)

1. Dept. Accessories, Dept. No. 034, counted by George Banos, checked by Keith Frey, Fixture No. 13, Date: July 10, 1981

17 Belts, Brown cl 27, @\$5.95
Sea 21, Style 090678

29 Cufflinks, Gold tone, Cl 10, @ \$10.99, Season P
Style No. 0888

13 scarves, solid, cl 9, @ \$2.50, Sea 9, Style No. 041

10 Chains, silver, cl 5, each \$29.50, Style No. 090463
2. Dept. children, Dept. NO. 49, Counted by Maryann Tilton, checked by Mary Lou Bechtler, Fixture 10, Date: Feb. 1, 1979

16 socks yellow, cl 10, @ \$1.50, season 10, style 778
10 bibs, multi, cl 5, @ \$.89, season 5, style 985
15 shorts, red, cl 9, @ \$3.50, season 9, style 89504
8 shirts, striped, cl 10, @ \$ 5.50, season 44, style 9040
5 shirts, solid, cl 10, @ \$5.50, season 45, style 9500
4 books, story, cl 99, @ \$ 8.50, season 10, style 5
3. Dept. stationary, Dept. No. 05, counted by Therese Almond, Checked by Bob Diehl, Fixture No. 49, Date: May 5, 1980

50 cards birthday, @ \$.59, class 4, season 5, style No. 74
21 wrapping paper, @ \$1.59, class 9, season 6, style No. 16
6 cards, wedding, @ \$.65, class 5, season 5, style No. 45
7 stickers, assorted, @ \$ 1.09, class 09, season 5, style 15
8 bows, red, @ \$.50, class 41, season 4, style No. 63
4 cards all occassion, @ \$.48, class 14, season 4, style No. 63

UNIT IV-F:
Lesson 6:

MERCHANDISE MATH
Handout No. 4 - ANSWER KEY No. 1

INVENTORY SHEET		Dept. name <u>Accessories</u>		Dept. No. <u>4</u>		Counted by: <u>G. Banos</u> Checked by: <u>K. Frey</u> Fixture No. <u>13</u> Date: <u>7/10/81</u>		
Class	Amount	Description	Style No.	Unit	Season	Price	Extension	✓
27	17	Brown belts	090678	ea.	21	5.95	101.15	
10	29	Cufflinks, gold	0888	ea.	P	10.99	318.71	
9	13	Scarves, solid	041	ea.	9	2.50	32.50	
5	10	Chains, silver	090463	ea.	25	29.50	295.00	

UNIT IV-F:
Lesson 6:

MERCHANDISE MATH
Handout No. 4 - ANSWER KEY No. 2

INVENTORY SHEET		Dept. name <u>Children</u>		Dept. No. <u>49</u>				
Counted by: <u>M. Tilton</u>		Checked by: <u>M.L. Bechtler</u>		Fixture No. <u>10</u> Date: <u>01/01/79</u>				
Class	Amount	Description	Style No.	Unit	Season	Price	Extension	✓
10	16	socks - yellow	778	ea.	10	1.50	24.00	
5	10	bibs - multi	995	ea.	5	.89	8.90	
9	15	shorts - red	89504	ea.	9	3.50	52.50	
10	8	shirts - striped	9040	ea.	44	5.50	44.00	
10	5	shirts , solid	9500	ea.	45	5.50	27.50	
99	4	books	5	ea.	10	8.50	34.00	

UNIT IV-F:

MERCHANDISE MATH

Lesson 6:

Handout No. 4 - ANSWER KEY No. 3

INVENTORY SHEET		Dept. name <u>Stationary</u>		Dept. No. <u>05</u>				
Counted by: <u>T. Almond</u>		Checked by: <u>B. Diehl</u>		Fixture No. <u>49</u>				
				Date: <u>05/05/80</u>				
Class	Amount	Description	Style No.	Unit	Season	Price	Extension	✓
4	50	cards	74	ea.	5	.59	19.50	
9	21	paper	16	ea.	6	1.59	33.39	
5	6	cards	45	ea.	4	.65	3.90	
09	7	stickers	15	ea.	5	1.09	7.63	
41	8	bows	63	ea.	4	.50	4.00	
14	4	cards	63	ea.	4	.48	1.92	

UNIT IV-F:
Lesson 6:

MERCHANDISE MATH
ANSWER SHEET

Handout No. 1

1. \$149.75
2. \$18.00
3. \$17.70
4. \$47.94
5. \$23.96
6. \$120.00
7. \$16.20
8. \$119.85
9. \$1.56
- 10.

Handout No. 3

- \$ 52.60
- \$ 91.46
- \$ 78.00
- \$ 13.68
- \$ 55.92
- AFIH
- CDEF
- AEIG
- DDIA
- ABIEF

Handout No. 2

1. \$3.99
2. \$29.95
3. \$7.99
4. \$3.45

UNIT IV-G: MERCHANDISE MATH
Lesson 7: Processing purchases

I. Behavioral objectives

1. Given an invoice, the student will be able to locate the main parts.
2. Given a conversion table, the student will be able to calculate the units of measure.
3. Given examples of trade discounts, the student will be able to compute the net amount.
4. Given a handout on invoice datings, the student will be able to define in his/her own words all six to the satisfaction of the teacher.

II. Apperceptive base

What would be the advantage to a retailer if he paid his bill on time?
What is an invoice?

III. Motivational approach

Have you ever ordered something in the mail? Possibly inside the package was a bill or a packing slip, or an invoice - What was this for?

IV. Aim

To learn how to process purchases.

V. Presentation

Specific material

1. Checking invoices - Use Handout No. 1 - Parts of an Invoice"
Suggestion - scramble answers on board or ask questions:
"What is the invoice number?"

VI. Medial summary

1. Have a class discussion on why each part of an invoice is important.

VII. Presentation (cont.)

Specific material

2. Units of measure. Using Handout No. 2 have students do the conversion problems.

VIII. Medial summary (cont.)

2. Teacher can place additional conversion problems on the board.

IX. Presentation (cont.)

Specific material

3. Discounts - Using Handout No. 3, have a discussion on the different discounts - Do the problems.

(Hint: It might be necessary to review some basic math - decimals, and percents.)

X. Medial summary (cont.)

3. Teacher can place additional problems on the board.

XI. Presentation (cont.)

Specific material

4. Invoice datings - Using Handout No. 4 discuss all the possible invoice datings that a company has available.

XII. Medial summary (cont.)

4. Teacher can do some problem examples on the board.
Teacher can also place initials on the board

OD EOM

FD ROG

ED COD

Have a quick oral quiz

XIII. Application

Have students complete the handouts.

XIV. Final summary

Review answers with the teacher's key.

CONVERSION TABLE FOR UNITS OF MEASURE

Sometimes the manufacturers may invoice differently from the unit-of-measure method used by the company you work for. To check the invoice you should know how to convert units of measure.

1 dozen	=	12 pieces
2 dozen	=	24 pieces (2 x 12)
1 gross	=	12 dozen
1 gross	=	144 pieces (12 x 12)
1½ gross	=	18 dozen
1½ gross	=	216 pieces

Figure the following conversions:

1. 3 gross = _____ dozen
2. 288 pieces = _____ gross
3. 17½ gross = _____ dozen
4. 12 dozen = _____ pieces
5. 18 dozen = _____ gross
6. 24 dozen = _____ gross
7. 2 gross = _____ pieces
8. 3½ dozen = _____ pieces
9. 3/4 dozen = _____ pieces
10. 8 gross = _____ pieces

UNIT IV-G: MERCHANDISE MATH
Lesson 7: Handout No. 1

THE PARTS OF AN INVOICE

1 JACK'S TOOL EMPORIUM
 326 Lorraine Ave.
 Jersey City N.J.

3	Order No.	6439	2	08460
5	Shipped by:	<u>Truck - collect</u>		
6	Sold to:	<u>Kilduff tools</u>		
		<u>Clinton Ave.</u>		
		<u>Middlesex, N.J.</u>	4	Date: <u>April 11/80</u>
7	Terms:	2/10, N30		

Quantity	Items	Unit price	Total
5	8 Saw blades, Radial, No. 0463	10.50	52.50
4	9 Screwdrivers, standard No. 002	5.00	20.00
			72.50
	Less 40% trade discount		29.00
10	Net amount		43.50

1. Name and address of the seller, company that is to be paid for the goods.
2. The invoice number.
3. The customer's order number. Always compared with buyer's order.
4. Date invoice was prepared.
5. Method of shipment - tells who pays the shipping charges.
6. Name and address of customer.
7. Payment terms.
8. Itemized list of specific merchandise and cost. Must be accurate.
9. Checks show that these parts of the invoice have been checked.
10. Who checked this invoice.

DISCOUNTS

The teacher should review decimals and percentages with students. Discount is a term that refers to a specific amount of money subtracted from the purchase price. When the discount is subtracted from the price, you arrive at the net amount.

A. Trade discount

A trade discount is a fixed amount of money that a manufacturer allows a retailer to subtract from the retail price. This would allow a plumbing contractor to buy from a plumbing supply company at a reduced rate.

Example: plumbers get 25% off

\$ 500.00	gross
<u>125.00</u>	discount
\$ 375.00	net amount

B. Cash discount

A cash discount is an amount of money subtracted from the bill, if the buyer pays his bill on time.

Example: A term could be 2/10 Net 30. This means that you can deduct 2% from the net amount of the invoice if it is paid within 30 days of the invoice.

C. Discount series

A discount series is when two or more discounts are given on a purchase. To figure this out you can subtract the first discount from the gross amount and get an answer. Then subtract the second discount from that answer. The final answer is your net amount.

Example:

\$550.00	gross
<u>-55.00</u>	first discount (.10 of 550)
\$495.00	
<u>24.75</u>	second discount (0.05 of \$495.00)
\$470.25	net amount

Note: A chart can be used if double discounts are used frequently.

Problems: Determine the discount and net amount.

	<u>Gross amount</u>	<u>Discount rate</u>	<u>Discount</u>	<u>Net amount</u>
1.	\$120.00	5%	_____	_____
2.	\$263.50	10%	_____	_____
3.	\$89.70	15%	_____	_____

	<u>Gross amount</u>	<u>Discount rate</u>	<u>Discount</u>	<u>Net amount</u>
4.	\$472.00	20%	_____	_____
5.	\$124.70	25%	_____	_____
Determine the total discount and net amount - Use chart below.				
6.	\$305.00	10% + 5%	_____	_____
7.	\$57.00	10% + 20%	_____	_____
8.	\$552.15	5% + 10%	_____	_____
9.	\$250.00	10% + 15%	_____	_____
10.	\$67.80	15% + 5%	_____	_____

DISCOUNT CHART FOR DOUBLE DISCOUNTS

<u>Discount series</u>		<u>Single discount equivalent</u>	<u>Discount series</u>		<u>Single discount equivalent</u>
5% + 5%	=	9.75%	20% + 5%	=	24%
10% + 5%	=	14.5 %	10% + 10%	=	28%
10% + 10%	=	10%	20% + 15%	=	32%
15% + 5%	=	19.25%	20% + 10% + 5%	=	31.6%
15% + 10%	=	23.5 %			

Determine the amount of payment (assume that these bills were all paid on time).

	<u>Amount of invoice</u>	<u>Terms</u>	<u>Amount of payment</u>	
			<u>Discount</u>	<u>Net amount</u>
1.	\$200.00	3/10 N 30	_____	_____
2.	\$546.00	2/10 N 30	_____	_____
3.	\$67.85	3/10 N 60	_____	_____
4.	\$1,820.50	2/10 N 60	_____	_____
5.	\$6,738.50	2/10 N 30	_____	_____

INVOICE DATINGS

Ordinary Dating (OD)

An example of ordinary dating (regular dating) is the cash discount. This is always calculated from the date of invoice.

Future Dating (FD)

An example of future dating (seasonal discount) exists if goods are shipped in January and the invoice has a February 1st dating. This encourages buyers to place advance orders.

Extra Dating (ED)

An example of extra dating would be an invoice dated June 4th, with terms 2/10 N 60 extra (x). This would allow a cash discount if the invoice was paid 10 days after the 60 extra days.

EOM Dating

An example of end-of-the-month dating would be when the discount date is figured out from the end of the month in which the invoice is dated. After the 25th it is considered the next month.

ROG Dating

An example of receipt-of-goods dating would be when the discount is figured from the date the goods are received by the buyer. This is an advantage because of transportation time.

COD

An example of cash-on-delivery dating would be the stipulation that, when the goods are received, they must be paid for the same day.

UNIT IV-G:
Lesson 7:

MERCHANDISE MATH
Answer key

Handout No. 2

1. 36
2. 2
3. 210
4. 144
5. 14
6. 2
7. 288
8. 42
9. 9
10. 1152

Handout No. 3

<u>Discount</u>	<u>Net</u>
\$6.00	\$114.00
\$26.35	\$237.15
\$13.46	\$ 76.24
\$94.40	\$377.60
\$31.18	\$ 93.52
(14.5) \$ 44.23	\$260.77
(28) \$ 15.96	\$ 41.04
(14.5) \$ 75.71	\$446.44
(23.5) \$ 58.75	\$191.25
(19.25) \$ 13.05	\$ 54.75

Handout No. 3

<u>Discount</u>	<u>Net amount</u>
1. \$6.00	\$ 194.00
2. \$10.92	\$ 535.08
3. \$2.04	\$ 65.81
4. \$36.41	\$1,784.09
5. \$134.77	\$6,603.73

UNIT IV-H: MERCHANDISE MATH
Lesson 8: Pricing mathematics and procedures

I. Behavioral objectives

1. Given a handout on pricing terms, the student will be able to define them to the satisfaction of the teacher.
2. Given a formula for initial markup, the student will be able to calculate sample problems.
3. Given an example on markdown, the student will be able to compute the markdown and the sale price.
4. Given problems on percentages, the student will be able to calculate the answers with 100% accuracy.

II. Apperceptive base

Our previous lesson was mainly concerned with invoices and getting the merchandise to the store. Now we will be concerned with how to determine the price using markup and markdown.

III. Motivational approach

Have you ever wondered how the store decides on the sale price? Did you ever see the same item at different sale prices in different stores?

IV. Aim

To learn how to determine markup and markdown.

V. Presentation

1. Language of pricing
Using Handout No. 1 go over the terms of pricing. Have students discuss items they have bought recently (maybe on sale). Talk about price, margin, markups, etc.

VI. Medial summary

1. Give a quick quiz by placing the initials on the board. Have students give their own definitions.

C	SP
M	IM
RP	IM%

VII. Presentation (cont.)

2. Calculating initial markups.
Using Handout No. 2, review the two formulas to calculate initial markups. Do sample problems.

VIII. Medial summary (cont.)

2. Have students discuss markup.
Why do we need markup?
Why do different stores have different percents of M.U.?

IX. Presentation

3. Markdown
Using Handout No. 3 discuss what markdown is and why we use it.
Have students do sample problems to calculate markdown and sale price.

X. Medial summary (cont.)

3. What is markdown?
How do we figure out markdown? Teacher can place additional problems on board.

XI. Presentation (cont.)

4. Working with percentages.
Using Handout No. 4 have students calculate the problems.

XII. Medial summary (cont.)

4. Place additional problems on the board.

XIII. Application

Have students complete the handouts.

XIV. Final summary

Use the answer key - correct the problems. Review all main ideas.

UNIT IV-H:
Lesson 8:

MERCHANDISE MATH
Handout No. 1

PRICING TERMS

<u>Cost</u>	(C)	The amount goods cost after delivered.
<u>Margin</u>	(M)	The difference between the selling price and the cost.
<u>Retail price</u>	(RP)	The amount at which the item is first offered for sale.
<u>Selling price</u>	(SP)	The amount at which the item is actually sold.
<u>Initial markup</u>		The initial amount of \$ dollar increase over the cost price, which together with the cost price determines the selling price.
<u>Initial markup percent</u>		The initial markup expressed as a percent.

CALCULATING INITIAL MARKUP

To find initial markup, subtract cost from Retail price.

$$RP - C = IM$$

$$C + IM = RP$$

Determine initial markup.

	<u>Retail price</u>	<u>Cost</u>	<u>Initial markup</u>
1.	\$ 19.50	\$ 15.00	_____
2.	\$128.50	\$120.00	_____
3.	\$ 29.50	\$ 19.99	_____
4.	\$ 37.88	\$ 25.00	_____
5.	\$160.00	\$ 89.50	_____

Determine retail price.

	<u>Cost</u>	<u>Initial markup</u>	<u>Retail price</u>
1.	\$25.00	\$ 5.00	_____
2.	\$16.50	\$ 7.50	_____
3.	\$.79	\$.33	_____
4.	\$125.00	\$ 75.00	_____
5.	\$265.00	\$135.00	_____

UNIT IV-H: MERCHANDISE MATH
Lesson 8: Handout No. 3

Markdown: Reduction in the initial retail price, which could be a sale price or special promotion.

Example: What would be the sale price of a bicycle with a marked retail price of \$125.95 during the end-of-the-season sale at 20% off?

20% of 125.95 is a _____ reduction in price (25.19)
\$125.95 Original price
-25.19 Reduction
\$100.76 Sale price

Determine the markdown and sale price.

Item	Marked retail price	% Reduction for sale	Markdown	Sale price
1 radio	\$ 20.25	10%	_____	_____
2 jeans	\$ 18.99	23%	_____	_____
3 calculator	\$ 29.95	15%	_____	_____
4 album	\$ 7.99	10%	_____	_____
5 shoes	\$ 35.00	20%	_____	_____

MERCHANDISE MATH
Handout No. 4

Convert these decimals to percents:

- | | | | |
|----|------|---|-----------------------------|
| 1. | 4.5 | = | <u> </u> |
| 2. | 6.9 | = | <u> </u> |
| 3. | 13.5 | = | <u> </u> |
| 4. | .10 | = | <u> </u> |
| 5. | 2.50 | = | <u> </u> |

Calculate the following:

6. What is 80% of \$95.00? _____
7. What is 50% of \$259.00? _____
8. What is 10% of \$45.66? _____
9. What is 15½% of \$642.85? _____

UNIT IV-H:
Lesson 8:

MERCHANDISE MATH
Answer key

Handout No. 2

Markup

1. \$4.50
2. \$8.50
3. \$9.51
4. \$12.88
5. \$70.50

Retail price

1. \$ 30.00
2. \$ 24.00
3. \$ 1.12
4. \$200.00
5. \$400.00

Handout No. 3

Markdown

- \$ 2.03
- \$ 4.37
- \$ 4.49
- \$.79
- \$ 7.00

Sale price

- \$ 18.22
- \$ 14.62
- \$ 25.46
- \$ 7.20
- \$ 28.00

Handout No. 4

1. 450%
2. 690%
3. 1350%
4. 10%
5. 250%
6. \$76.00
7. \$129.50
8. \$4.57
9. \$2.09
10. \$77.14

UNIT IV-I: MERCHANDISE MATH
Lesson 9: Payroll calculations

I. Behavioral objectives

1. Given a handout on Payroll plans, the students will be able to state the advantages of each.
2. Given the methods of determining total earnings, the students will be able to calculate sample problems.
3. Given a handout on main payroll deductions, the students will be able to calculate sample deduction problems.
4. Given the social security and income tax charts, the student will be able to locate the appropriate deductions to determine net pay.

II. Apperceptive base

Do you know the difference between your gross pay and take-home pay?
Why do you seem surprised if it is smaller than you expect?

III. Motivational approach

Why is it important to know how your company figures out your paycheck?
How would you find out if there is an error on your pay check?

IV. Aim

To learn how to calculate your paycheck.

V. Presentation

Specific material

1. Payroll plans

Using Handout No. 1 have a class discussion on the different types of payroll plans. Get the students to list the advantages of each plan.

VI. Medial summary

1. Why would some companies have different payroll plans?
How do your parents get paid?

VII. Presentation (cont.)

2. Understanding paychecks.

Using Handout No. 2 have students read and discuss the seven methods of calculating paychecks.

VIII. Medial summary (cont.)

2. Do problems 1 to 21. Total earnings problems.

IX. Presentation (cont.)

3. Payroll deductions
4. Net pay

Using the social security employee tax table along with the income tax chart, have students locate appropriate figures. Also, have them calculate net pay.

X. Medial summary (cont.)

3. Review handout.
4. Put additional problems on the board.

XI. Application

Use the enclosed handouts.

XII. Final summary

Review all handouts and problems. See teacher's answers.

PAYROLL PLANS

Advantages

1. Weekly salary

Paid a specific amount each week.
Pay stays the same if total hours
are the same.

2. Hourly rate

Paid a specific amount for each
hour worked. Pay will change from
week to week according to hours
worked.

3. Commission plan

Paid a certain percent of sales
made during the week. Pay will
change depending on the volume
sold. Commission can vary on a
graduated scale.

4. Combination plan

Would be a weekly salary plus
commission or hourly rate plus
commission. This is a very common
plan.

5. Special bonuses

To encourage employees to increase
sales. Could be a contest with a
cash prize.

UNDERSTANDING PAY CHECKS

Every pay check will include three things: Total earnings, deductions and Net pay.

The method of calculating the total earnings will be different depending on how the employee is paid.

1. Hourly rate

Punch a time clock in and out. Specific amount paid for each hour worked. Total the hours and multiply by rate.

40 hrs. a week x \$3.25 per hour = \$130.00 gross

2. Overtime pay

Extra pay for more than 40 hours a week.
Usually $1\frac{1}{2}$ times the rate.

55 hrs a week = 40 hours regular + 15 hours overtime.

40 hrs. x \$3.00	=	\$ 120.00
15 hrs. x \$4.50	=	67.50
Gross pay		<u>\$ 187.50</u>

3. Commission

Take the total sales for the period and multiply by the specific percentage.

\$ 1,500.00 sales x 15% (rate) = \$180.00, Gross pay

Commission may vary depending on the company.

4. Salary plus commission

Add straight commission (as figured out above) to the base salary.

Salary = \$250.00/week - Sales: \$600.00 for the week x 12% = \$ 72.00

\$ 250.00	base salary
72.00	commission
<u>\$ 322.00</u>	salary plus commission

5. Hourly rate with overtime

Calculate regular rate for first 40 hours. Calculate $1\frac{1}{2}$ times the rate for any additional hours.

47 hours worked - regular rate \$5.00/hour.

Overtime rate ($1\frac{1}{2}$ x 5.00) = \$7.50/hour

40 x \$5.00	=	\$ 200.00
7 x \$7.50	=	52.50
Total gross pay	=	<u>\$ 252.50</u>

6. Hourly rate with no overtime

Just multiply hours worked by the rate

26 hours x \$3.00 per hour = \$ 78.00

42 hours x \$4.00 per hour = \$ 168.00

7. Hourly rate plus commission

Figure hourly rate as above, then add to it the percentage of commission.

25 hours x \$3.00 per hour = \$75.00

\$75.00 sales x 13% commission = 16.25

Gross pay = \$91.25

UNIT IV-I: MERCHANDISE MATH
Lesson 9: Handout No. 2 (cont.)

- | | | |
|---|-----|-------------------|
| 1. <u>Hourly rate</u> | | Total gross |
| 1. 26 hours x \$2.95 rate = | 1. | _____ |
| 2. 40 hours x \$5.95 rate = | 2. | _____ |
| 3. 13 hours x \$3.40 rate = | 3. | _____ |
| 2. <u>Overtime pay</u> | | Only overtime pay |
| 4. 49 hours, @ \$5.00 = | 4. | _____ |
| 5. 41 hours, @ \$6.50 = | 5. | _____ |
| 6. 55 hours, @ \$7.00 = | 6. | _____ |
| 3. <u>Commission</u> | | Commission |
| 7. \$1,250.00 sales x 10% = | 7. | _____ |
| 8. \$596.00 x 11% = | 8. | _____ |
| 9. \$390.00 sales x 16% = | 9. | _____ |
| 4. <u>Salary plus commission</u> | | Total gross |
| 10. \$260.00/week, \$695.00/sales x 20% = | 10. | _____ |
| 11. \$130.00/week, \$1,295.00/sales x 15% = | 11. | _____ |
| 12. \$200/week, \$693.00/sales x 17% = | 12. | _____ |
| 5. <u>Hourly rate with overtime</u> | | Total gross |
| 13. 49 hours x \$7.00 (rate) = | 13. | _____ |
| 14. 51 hours x \$3.50 (rate) = | 14. | _____ |
| 15. 44 hours x \$2.50 (rate) = | 15. | _____ |
| 6. <u>Hourly rate - no overtime</u> | | Total gross |
| 16. 55 hours x \$2.50 = | 16. | _____ |
| 17. 41 hours x \$3.00 = | 17. | _____ |
| 18. 49 hours x \$2.99 = | 18. | _____ |
| 7. <u>Hourly rate plus commission</u> | | Total gross |
| 19. 25 hours, @ \$5.00 + 5% of \$125.00 sales = | 19. | _____ |
| 20. 40 hours, @ \$6.00 + 10% of \$95.67 sales = | 20. | _____ |
| 21. 21.27 hours, @ \$3.00 + 20% of \$150.00 sales = | 21. | _____ |

UNIT IV-I:

MERCHANDISE MATH

Lesson 9:

Handout No. 3

DEDUCTIONS - NET PAY

Name	Total earnings	Social Security	Deduction Income tax	Hospital-ization	Savings bonds	Total deductions	Net pay
1. B. Dieht	\$195.00			\$1.50	\$5.00		
2. C. Dlesandro	\$185.00			\$1.50	--		
3. D. Paone	\$180.00			\$2.50	--		
4. G. Brynges	\$198.88			\$2.50	\$2.50		
5. M. Corrigan	\$178.55			\$1.50	\$5.00		
6. T. Oram	\$194.50			\$1.50	\$5.00		
7. D. Kane	\$179.00			\$1.50	\$10.00		
8. G. Smith	\$178.59			\$1.00	\$2.00		
9. T. Robins	\$195.80			\$1.50	\$2.00		
10. M. Maurer	\$197.80			\$1.50	\$2.00		

SINGLE PERSONS—WEEKLY PAYROLL PERIOD

AND THE WAGES ARE—		AND THE NUMBER OF WITHHOLDING ALLOWANCES CLAIMED IS—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
THE AMOUNT OF INCOME TAX TO BE WITHHELD SHALL BE—												
\$ 98	\$100	\$13.10	\$10.20	\$ 7.30	\$ 4.90	\$ 2.60	\$.30	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
100	105	13.80	10.90	8.00	5.50	3.20	.90	0	0	0	0	0
105	110	14.80	11.90	9.00	6.30	4.00	1.70	0	0	0	0	0
110	115	15.80	12.90	10.00	7.20	4.80	2.50	.20	0	0	0	0
115	120	16.90	13.90	11.00	8.20	5.60	3.30	1.00	0	0	0	0
120	125	18.00	14.90	12.00	9.20	6.40	4.10	1.80	0	0	0	0
125	130	19.20	15.90	13.00	10.20	7.40	4.90	2.60	.20	0	0	0
130	135	20.30	17.00	14.00	11.20	8.30	5.70	3.40	1.00	0	0	0
135	140	21.50	18.20	15.00	12.20	9.30	6.50	4.20	1.80	0	0	0
140	145	22.60	19.30	16.00	13.20	10.30	7.40	5.00	2.60	.30	0	0
145	150	23.80	20.50	17.10	14.20	11.30	8.40	5.80	3.40	1.10	0	0
150	160	25.50	22.20	18.90	15.70	12.80	9.90	7.00	4.60	2.30	0	0
160	170	27.80	24.50	21.20	17.80	14.80	11.90	9.00	6.20	3.90	1.60	0
170	180	30.10	26.80	23.50	20.10	16.80	13.90	11.00	8.10	5.50	3.20	.90
180	190	32.40	29.10	25.80	22.40	19.10	15.90	13.00	10.10	7.20	4.80	2.50
190	200	34.50	31.40	28.10	24.70	21.40	18.10	15.00	12.10	9.20	6.40	4.10
200	210	36.60	33.50	30.40	27.00	23.70	20.40	17.10	14.10	11.20	8.30	5.70
210	220	38.70	35.60	32.60	29.30	26.00	22.70	19.40	16.10	13.20	10.30	7.50
220	230	40.80	37.70	34.70	31.60	28.30	25.00	21.70	18.40	15.20	12.30	9.50
230	240	42.90	39.80	36.80	33.80	30.60	27.30	24.00	20.70	17.40	14.30	11.50
240	250	45.20	41.90	38.90	35.90	32.80	29.60	26.30	23.00	19.70	16.30	13.50
250	260	47.80	44.00	41.00	38.00	34.90	31.90	28.60	25.30	22.00	18.60	15.50
260	270	50.40	46.60	43.10	40.10	37.00	34.00	30.90	27.60	24.30	20.90	17.60
270	280	53.00	49.20	45.50	42.20	39.10	36.10	33.10	29.90	26.60	23.20	19.90
280	290	55.80	51.80	48.10	44.30	41.20	38.20	35.20	32.10	28.90	25.50	22.20
290	300	58.80	54.50	50.70	46.90	43.30	40.30	37.30	34.20	31.20	27.80	24.50
300	310	61.80	57.50	53.30	49.50	45.80	42.40	39.40	36.30	33.30	30.10	26.80
310	320	64.80	60.50	56.20	52.10	48.40	44.60	41.50	38.40	35.40	32.40	29.10
320	330	67.80	63.50	59.20	54.80	51.00	47.20	43.60	40.50	37.50	34.50	31.40
330	340	70.80	66.50	62.20	57.80	53.60	49.80	46.10	42.60	39.60	36.60	33.60

UNIT IV-1:
Lesson 9:

MERCHANDISE MATH
Handout No. 3 (cont.)

SOCIAL SECURITY EMPLOYEE TAX TABLE

5.85 Percent Employee Tax Deductions

WAGES			WAGES			WAGES			WAGES		
At least	But less than	TAX TO BE WITHHELD	At least	But less than	TAX TO BE WITHHELD	At least	But less than	TAX TO BE WITHHELD	At least	But less than	TAX TO BE WITHHELD
\$78.55	\$78.72	\$4.60	\$84.53	\$84.71	\$4.95	\$90.52	\$90.69	\$5.30	\$96.50	\$96.67	\$5.65
78.72	78.89	4.61	84.71	84.88	4.96	90.69	90.86	5.31	96.67	96.84	5.66
78.89	79.06	4.62	84.88	85.05	4.97	90.86	91.03	5.32	96.84	97.01	5.67
79.06	79.24	4.63	85.05	85.22	4.98	91.03	91.20	5.33	97.01	97.18	5.68
79.24	79.41	4.64	85.22	85.39	4.99	91.20	91.37	5.34	97.18	97.36	5.69
79.41	79.58	4.65	85.39	85.56	5.00	91.37	91.54	5.35	97.36	97.53	5.70
79.58	79.75	4.66	85.56	85.73	5.01	91.54	91.71	5.36	97.53	97.70	5.71
79.75	79.92	4.67	85.73	85.90	5.02	91.71	91.89	5.37	97.70	97.87	5.72
79.92	80.09	4.68	85.90	86.07	5.03	91.89	92.06	5.38	97.87	98.04	5.73
80.09	80.26	4.69	86.07	86.24	5.04	92.06	92.23	5.39	98.04	98.21	5.74
80.26	80.43	4.70	86.24	86.42	5.05	92.23	92.40	5.40	98.21	98.38	5.75
80.43	80.60	4.71	86.42	86.59	5.06	92.40	92.57	5.41	98.38	98.55	5.76
80.60	80.77	4.72	86.59	86.76	5.07	92.57	92.74	5.42	98.55	98.72	5.77
80.77	80.95	4.73	86.76	86.93	5.08	92.74	92.91	5.43	98.72	98.89	5.78
80.95	81.12	4.74	86.93	87.10	5.09	92.91	93.08	5.44	98.89	99.06	5.79
81.12	81.29	4.75	87.10	87.27	5.10	93.08	93.25	5.45	99.06	99.24	5.80
81.29	81.46	4.76	87.27	87.44	5.11	93.25	93.42	5.46	99.24	99.41	5.81
81.46	81.63	4.77	87.44	87.61	5.12	93.42	93.59	5.47	99.41	99.58	5.82
81.63	81.80	4.78	87.61	87.78	5.13	93.59	93.77	5.48	99.58	99.75	5.83
81.80	81.97	4.79	87.78	87.95	5.14	93.77	93.94	5.49	99.75	99.92	5.84
81.97	82.14	4.80	87.95	88.12	5.15	93.94	94.11	5.50	99.92	100.00	5.85
82.14	82.31	4.81	88.12	88.30	5.16	94.11	94.28	5.51	The Multiples of the Withholding for FICA on \$100 Are		
82.31	82.48	4.82	88.30	88.47	5.17	94.28	94.45	5.52			
82.48	82.65	4.83	88.47	88.64	5.18	94.45	94.62	5.53			
82.65	82.83	4.84	88.64	88.81	5.19	94.62	94.79	5.54			
82.83	83.00	4.85	88.81	88.98	5.20	94.79	94.96	5.55			
83.00	83.17	4.86	88.98	89.15	5.21	94.96	95.13	5.56	WAGE	TAX TO BE WITHHELD	
83.17	83.34	4.87	89.15	89.32	5.22	95.13	95.30	5.57	\$100	\$5.85	
83.34	83.51	4.88	89.32	89.49	5.23	95.30	95.48	5.58	200	11.70	
83.51	83.68	4.89	89.49	89.66	5.24	95.48	95.65	5.59	300	17.55	
83.68	83.85	4.90	89.66	89.83	5.25	95.65	95.82	5.60	400	23.40	
83.85	84.02	4.91	89.83	90.00	5.26	95.82	95.99	5.61	500	29.25	
84.02	84.19	4.92	90.00	90.18	5.27	95.99	96.16	5.62	600	35.10	
84.19	84.36	4.93	90.18	90.35	5.28	96.16	96.33	5.63	700	40.95	
84.36	84.53	4.94	90.35	90.52	5.29	96.33	96.50	5.64	800	46.80	
									900	52.65	
									1,000	58.50	

UNIT IV-1:
Lesson 9: MERCHANDISE MATH
Handout No. 3 (cont.)

UNIT IV-I:
Lesson 9:

MERCHANDISE MATH
Answer key

Handout No. 2

1. \$76.70
2. \$238.00
3. \$44.20
4. \$67.50
5. \$9.75
6. \$157.50
7. \$125.00
8. \$65.56
9. \$62.40
10. \$399.00
11. \$324.25
12. \$321.28
13. \$374.50
14. \$197.75
15. \$115.00
16. \$137.50
17. \$123.00
18. \$146.51
19. \$187.50
20. \$249.57
21. \$111.00

Handout No. 3

Name	Total earnings	Social security	Deduction Income tax	Hospital-ization	Savings bonds	Total deduction	Net pay
1. B. Dieht	\$195.00	\$11.41	\$31.40	\$1.50	\$5.00	\$49.31	\$145.69
2. C. Dlesandro	185.00	10.82	29.10	1.50	--	41.42	143.58
3. D. Paone	180.00	10.53	29.10	2.50	--	42.13	137.87
4. G. Brynges	198.88	11.63	31.40	2.50	2.50	48.03	150.85
5. M. Corrigan	178.55	10.45	26.80	1.50	5.00	43.75	134.80
6. T. Oram	194.50	11.38	31.40	1.50	5.00	49.28	145.22
7. D. Kane	179.00	10.47	26.80	1.50	10.00	48.77	130.23
8. G. Smith	178.59	10.45	26.80	1.00	2.00	40.25	138.34
9. T. Robins	195.80	11.45	31.40	1.00	2.00	45.85	149.95
10. M. Maurer	197.80	11.57	31.40	1.50	2.00	46.47	151.33

V. COMMUNICATIONS UNIT OUTLINE

A. Introduction

1. Definition
2. Importance
3. Forms of communication

B. Speaking

1. What your speech reveals
 - (a) voice characteristics
 - (b) body language
2. Elements of effective speaking
 - (a) two kinds of speaking
 - (1) informal
 - (2) formal
 - (b) reasons for speaking
 - (1) to inform
 - (2) to persuade
 - (3) to entertain
 - (c) guidelines for speaking
 - (1) be polite
 - (2) be factual
 - (3) be natural
 - (4) be interesting
3. Techniques of effective speaking
 - (a) factors affecting voice quality
 - (1) pitch
 - (2) volume
 - (3) diction
 - (4) speed
 - (5) tone

C. Listening

1. Importance
2. What to listen for
 - (a) main ideas
 - (b) subordinate
 - (c) pros and cons
 - (d) key words
 - (e) facts and opinions
 - (f) implied meanings
3. Basic rules of listening
 - (a) be prepared
 - (b) have an open mind
 - (c) listen carefully
 - (d) listen with empathy

D. Reading

1. Reading as a part of your job
 - (a) attitude

- (b) environment
 - (1) location and condition of material
 - (2) lighting
 - (3) distractions and interruptions
- 2. Types of reading
 - (a) skimming / scanning - techniques
 - (b) intensive reading
 - technique SQ3R method
 - (1) skim
 - (2) question
 - (3) read
 - (4) recall
 - (5) review
- 3. Short cuts for effective reading
 - Preview material
 - (a) title
 - (b) preface
 - (c) table of contents
 - (d) index

E. Writing

- 1. Be prepared to write
 - (a) know your readers
 - (b) know your purpose
 - (c) know your subject
 - (d) know spelling and grammar
- 2. Expressing yourself in writing
 - (a) get readers interested
 - (b) establish a positive self-identity
 - (c) emphasize subjects that appeal
 - (d) consider your reader's feelings
 - (e) choose the best words
 - (1) short and long
 - (2) abstract and concrete
 - (3) jargon
- 3. Basic rules for writing clearly
 - (a) limit your subject matter
 - (b) organize your subject
 - (1) main idea / subordinate idea
 - a- chronological pattern
 - b- opinion - reason pattern
 - c- problem - solution pattern
 - (c) write a clear, strong conclusion
 - (d) review your writing

COMMUNICATIONS

Owner - Manager

General competencies

Skill in listening to and following directions.

Skill in communicating effectively with customers, co-workers and supervisors.

Skill in interpreting store policies to customers.

Skill in ability to assist with training or teaching others.

An awareness that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise and for customers.

Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.

Understanding of how to communicate with others in order to motivate them to work willingly.

Skill in ability to convey directions and instructions clearly to employees.

Skill in interpreting management's policies to employee and employee's problems to management.

Exchange information with subordinates in the firm.

Use the telephone correctly and effectively.

Receive or give telephone orders, complaints and messages.

Believe that management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals and publications.

Skill in writing purchase orders legibly so that errors in quantities, shipping, pricing, information, etc. can be eliminated.

Use written communications in forms and reports.

Ability to convey directions and instructions clearly to employees.

Master - Employee

General competencies

Understanding that valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.

Skill in communicating effectively with customers, co-workers, and supervisors.

Skill in effective use of speech and vocabulary.

Attitude that the ability to communicate skillfully in good English is essential to a person's advancement.

Keep superiors informed.

Handle customer inquiries for general information.

Effectively use speech and vocabulary.

Understanding the importance of following instructions from supervisors.

Occupational category: COMMUNICATIONS
Instructional area: Apparel and accessories
Level: Owner - Manager

Knowledge of how to address other people in a business-like manner, whether they are customers, fellow employees, supervisors or management.

Knowledge of how to suggest changes to management.

Knowledge of when to keep communications confidential.

Understanding that valuable information can be gained by reading manufacturers' handtags, labels, directions, etc.

Skill in listening to and following directions.

Skill in communicating effectively with customers, co-workers and supervisors.

Skill in ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Skill in writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

Skill in interpreting store policies to customers.

Skill in ability to assist with training or teaching others.

Skill in effective use of speech and vocabulary.

A realization that first impressions are important to the business and last impressions are longest remembered.

An awareness that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise and for customers.

Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.

A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

Attitude that in distributive occupations the "spoken word" is an important tool of trade.

Attitude that the ability to communicate skillfully in good English is essential to a person's advancement.

Understanding of how to communicate with others in order to motivate them to work willingly.

Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.

Knowledge of the approaches which can be used in assigning duties and delegating authority so that everything is completely clear.

Understanding the important benefits - both short and long range - derived from keeping the public as much aware of the store's image as possible.

Skill in ability to conduct effective departmental employee meetings.

Skill in ability to convey directions and instructions clearly to employees.

Skill in interpreting management's policies to employee and employee's problems to management.

Ability to conduct a job interview with a prospective employee.

Ability to interpret to management the progress of a certain department, system or function within the store.

Skill in writing point-of-sale copy which is effective in conveying a sales message to the customer.

A belief that an important phase of management's responsibility in any organization is communication.

A belief that communication must be a two-way process between management and employees.

Attitude that listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.

A realization that even in the most skillfully constructed communications misinterpretations will develop.

Translate technical words concerning an item of merchandise into the customer's language.

Write grammatically correct, attention-getting advertising copy.

Be effective in written and oral communications.

Collect information, obtain facts and ideas, and present them in clear, logical order.

Know that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.

Know the correct forms used in business letter writing.

Be aware that the voice can be used to express conviction and convey confidence.

Use the terminology of distribution and develop a vocabulary descriptive of the product or service being sold.

Exchange information with superiors in the firm.

Use the telephone correctly and effectively.

Know that to control grievances within the organization, employees should be given timely information concerning policies and procedures.

Receive or give telephone orders, complaints and messages.

Communicate with others in order to motivate them to work willingly.

Interpret and explain time payment principles that apply to various credit arrangements.

Communicate a sufficient understanding of the terms and limits of different type accounts to credit applicants.

Know that the supervisor in his contract with new customers, new employees, new vendors and new situations must bring the organization's general policies down to specifics.

Interpret monthly billing statements to customers.

Interview charge account applicants tactfully obtaining all necessary data.

Handle customer inquiries for general information.

Believe that management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals.

Skill in satisfactorily handling customer inquiries for general information.

Skill in communicating effectively with customers, co-workers and supervisors.

An awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Knowledge that communications in assigning work means a constant striving for clarity.

A realization that even in the most skillfully constructed communications misinterpretations will develop.

Skill in writing purchase orders legibly so that errors in quantities, shipping, pricing, information, etc., can be eliminated.

A belief that the voice is an important medium through which selling is accomplished.

Effectively use speech and vocabulary.

Determine the reason for a customer's complaint on billing, adjusting the complaint and tactfully informing the customer of the adjustment.

Interpret management's policies to employees and employee's problems to management.

Know the situations in which to use a technical language or commonly understood language.

Interpret to management the progress of a certain department, system or function within the company.

Know the correct forms used in business letter writing.

Write informative and effective business letters.

Know that active membership in trade associations provides excellent opportunities for learning of trends and advanced methods in operations.

Know the differences that exist in communications used in selling over the telephone and over the counter.

Understanding of the importance of following instructions from supervisors.

Knowledge of how to use written communications in forms and reports.

Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.

Skill in listening to a customer's name and address and writing them correctly.

Ability to convey directions and instructions clearly to employees.

Occupational category: COMMUNICATIONS
Instructional area: Food services
Level: Owner - Manager

Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.

Knowledge of when to keep communications confidential.

Understanding that valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.

Skill in ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Skill in writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

Skill in effective use of speech and vocabulary.

A realization that first impressions are important to the business and last impressions are longest remembered.

A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

Attitude that in distributive occupations the "spoken word" is an important tool of the trade.

Attitude that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.

Attitude that the ability to communicate skillfully in good English is essential to a person's advancement.

Knowledge of the approaches which can be used in assigning duties and delegating authority so that everything is completely clear.

Understanding the important benefits - both short and long range - derived from keeping the public as much aware of the store's image as possible.

Skill in ability to conduct effective departmental employee meetings.

Ability to conduct a job interview with a prospective employee.

A belief that an important phase of management's responsibility in any organization is communication.

A belief that communication must be a two-way process between management and employees.

A belief that communications between the various departments and divisions within the store will result in a more efficient operation with mutual benefits to all.

Attitude that by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.

Write grammatically correct, attention-getting advertising copy.

Be effective in written and oral communications.

Keep superiors informed.

Collect information, obtain facts and ideas, and present them in clear, logical order.

Know the correct forms used in business letter writing.

Know that to control grievances within the organization, employees should be given timely information concerning policies and procedures.

Communicate with others in order to motivate them to work willingly.

Interpret and explain time payment principles that apply to various credit arrangements.

Communicate a sufficient understanding of the terms and limits of different type accounts to credit applicants.

Know that the supervisor in his contact with new customers, new employees, new vendors and new situations, must bring the organization's general policies down to specifics.

Interview charge account applicants tactfully obtaining all necessary data.

Attitude that the "front operation" must be supplied with price lists (and price changes) on produce items not prepriced or pre-weighed from the produce department.

Knowledge that communications in assigning work means a constant striving for clarity.

Know the situations in which to use a technical language or commonly understood language.

Know the correct forms used in business letter writing.

Write informative and effective business letters.

Occupational category: COMMUNICATIONS
Instructional area: General merchandise
Level: Owner - Manager

Skill in ability to conduct effective departmental employee meetings.

Ability to conduct a job interview with a prospective employee.

Know that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.

Exchange information with superiors in the firm.

Communicate with others in order to motivate them to work willingly.

Handle customer inquiries for general information.

Skill in satisfactorily handling customer inquiries for general information.

An awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Effectively use speech and vocabulary.

Interpret management's policies to employee and employee's problems to management.

Interpret to management the progress of a certain department, system or function within the company.

Understanding of the importance of following instructions from supervisors.

Knowledge of how to use written communications in forms and reports.

Occupational category: COMMUNICATIONS
Instructional area: Apparel and accessories
Level: Master - Employee

Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.

Skill in listening to and following instructions.

Skill in ability to talk clearly and pleasantly, conveying spirit and enthusiasm.

Skill in writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

A realization that first impressions are important to the business and last impressions are longest remembered.

An awareness that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise and for customers.

Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.

A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

Attitude that the tone of voice can express sincere welcome and eagerness to be of service.

Attitude that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.

Understanding of how to communicate with others in order to motivate them to work willingly.

Skill in writing point-of-sale sign copies which are effective in conveying a sales message to the customer.

Translate technical words concerning an item of merchandise into the customer's language.

Be effective in written and oral communications.

Be aware that the voice can be used to express conviction and convey confidence.

Use the terminology of distribution and develop a vocabulary descriptive of the product or service being sold.

Use the telephone correctly and effectively.

Receive or give telephone orders, complaints and messages.

Interpret and explain time payment principles that apply to various credit arrangements.

Skill in satisfactorily handling customer inquiries for general information.

Skill in communicating effectively with customers, co-workers and supervisors.

An awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Knowledge that communications in assigning work means a constant striving for clarity.

A realization that even in the most skillfully constructed communications misinterpretations will develop.

A belief that the voice is an important medium through which selling is accomplished.

Determine the reason for a customer's complaint on billing, adjusting the complaint and tactfully informing the customer of the adjustment.

Know the differences that exist in communications used in selling over the phone and over the counter.

Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.

Skill in listening to customer's names and addresses and writing them correctly.

Ability to convey directions and instructions clearly to employees.

Occupational category: COMMUNICATIONS
Instructional area: Advertising
Level: Master - Employee

Skill in listening to and following directions.

Write grammatically correct, attention-getting advertising copy.

Be effective in written and oral communications.

Collect information, obtain facts and ideas, and present them in clear, logical order.

Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.

Occupational category: COMMUNICATIONS
Instructional area: Finance and Credit
Level: Master - Employee

Knowledge of how to address other people in a business-like manner, whether they are customers, fellow employees, supervisors or management.

Skill in listening to and following directions.

Attitude that the tone of voice can express sincere welcome and eagerness to be of service.

Know that to control grievances within the organization, employees should be given timely information concerning policies and procedures.

Interpret monthly billing statements to customers.

Use written communications in forms and reports.

Occupational category: COMMUNICATIONS
Instructional area: Food services
Level: Master - Employee

Skill in listening to and following directions.

An awareness that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise and for customers.

A belief that communications must be a two-way process between management and employees.

Occupational category: COMMUNICATIONS
Instructional area: Food marketing
Level: Master - Employee

Skill in listening to and following directions.

Skill in interpreting store policies to customers.

Attitude that the "front operation" must be supplied with price lists (and price changes) on produce items not prepriced or pre-weighed from the produce department.

Occupational category: COMMUNICATIONS
Instructional area: General merchandise
Level: Master - Employee

Skill in listening to and following directions.

Understanding of how to communicate with others in order to motivate them to work willingly.

Use the telephone correctly and effectively.

Receive or give telephone orders, complaints and messages.

Skill in satisfactorily handling customer inquiries for general information.

Skill in writing purchase orders legibly so that errors in quantities, shipping, pricing, information, etc. can be eliminated.

Knowledge of how to use written communications in forms and reports.

Occupational category: COMMUNICATIONS
Instructional area: Petroleum
Level: Master - Employee

Skill in writing purchase orders legibly so that errors in quantities, shipping, pricing, information, etc. can be eliminated.

A belief that the voice is an important medium through which selling is accomplished.

Know the differences that exist in communications used in selling over the telephone and over the counter.

Skill in listening to customers' names and addresses and writing them correctly.

MERCHANDISING

Master - Employee

General competencies

Skill in ability to participate in merchandise counts for physical inventories.

Attitude that one must be always aware of incorrectly priced items since prices change frequently and quickly.

Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.

Knowledge of the ways to handle special orders of merchandise for customers.

Skill in using forms and records necessary in inventory control.

Skill in handling special orders of merchandise for customers.

Skill in ability to use the company's merchandise order form.

Correctly change the prices of merchandise up and down.

Keep counters and display fixtures clean and attractive.

Replenish selling stock from reserve stock.

Re-mark merchandise for special sales events.

Rotate stock to keep first-in merchandise in prime selling position.

Manager - Owner

General competencies

Skill in ability to participate in merchandise counts for physical inventories.

Skill to be able to select and to order merchandise based on customer's demand.

Skill in ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

Be familiar with general principles of retail merchandising.

Know that the store's branch or suburban stores must be visited by the buyer frequently enough to maintain good relations, determine merchandise needs and provide merchandising suggestions and help.

Skill in keeping up to date on trends through trade journals,
central buying office aids, etc.

UNIT V-A: COMMUNICATIONS
Lesson 1: Introduction to communications

I. Behavioral objectives

1. To hold a class discussion period so that the student will be able to formulate a definition for communication, to the satisfaction of the teacher.
2. Given a simulation game the student will be able to recognize why communicating is important.
3. Given an oral discussion period, the student will be able to list at least four forms of communication.

II. Apperceptive base

For this lesson see motivational approach, below.

III. Motivational approach

If you were confronted with a man from space, how would you communicate with him?

IV. Aim

To learn the importance of the various forms of communication.

V. Presentation

Specific material

1. Definition of communication
2. Importance
 - (a) saves time
 - (b) saves money
 - (c) saves energy
3. Forms of communication
 - (a) speaking - verbal/non-verbal
 - (1) body language
 - (2) eye contact
 - (b) listening
 - (1) enjoyment (stereo)
 - (2) listening for specifics (lecture)
 - (c) reading
 - (1) enjoyment
 - (2) reading for content
 - (d) writing
 - (1) for a purpose
 - (2) creative writing

VI. Medial summary

Ask clear-cut questions pertinent to presentations 1. and 2. before moving on to 3., such as:

1. What do we mean by communication?
2. How does it save time, money and energy?

VII. Application

Possible methods

- A. Simulation game - Sender/receiver telephone game
Divide the class in half and have students form a straight line.
Give each "starter" student a sentence/story.
Have them continue the sentence/story down the line to the last student.
Have last student repeat the sentence/story given.
- Analyze the possible roadblocks to communication.

VIII. Final summary

Why are the various forms of communication important?
Give an example of each.

UNIT V-B: COMMUNICATIONS
Lesson 2: Speaking - What your speech reveals

I. Behavioral objectives

1. To present a list of questions to the students that will help them to write a brief report on what they think their speech reveals about themselves.
2. Given a role-playing situation, the student will be able to convey his/her message to the class with 90% accuracy.

II. Apperceptive base

Why is it important to know various forms of communicating in today's society?

III. Motivational approach

How would you communicate in the following situations? (Discuss possible methods.)

1. To a deaf man
2. To a one-year-old child
3. To a non-motivated class

IV. Aim

To be able to recognize what your speech reveals.
To know that body language is a form of communication.

V. Presentation

Specific material

1. What your speech reveals
 - (a) Voice characteristics
 - Questions relative to behavioral objective 1.
 - (1) What does your speech reveal about you?
 - (2) What kind of an accent do you have?
 - (3) Is your voice high or low?
 - (4) Do you speak rapidly or slowly?
 - (b) Body language (role-playing situation)
 - (1) Gestures
 - (2) Eye contact
 - Q. What kind of body language do you use?
 - Q. Does it project an image you like?

VI. Medial summary

Examples:

1. What does your speech reveal about you?
2. What are different forms of body language?

VII. Application

Possible methods

1. Role-playing - Have a student convey this message to the class without speaking (charades).
2. Situation example: Take your book home tonight and study because there will be a surprise quiz tomorrow in class.

VIII. Final summary

Handout enclosed - Homework

Have someone else other than the student complete the checklist form for the student.

VOICE CHARACTERISTICS RATING SHEET

Directions: Place an "X" next to the characteristic that applies.

Pitch

High _____

Low _____

Medium _____

Tone

Nasal _____

Breathy _____

Hoarse _____

Pleasant _____

Emphasis

Loud _____

Medium _____

Soft _____

Inflection

Monotonous _____

Inappropriate _____

Satisfactory _____

Excessive _____

Volume

Weak _____

Unvaried _____

Satisfactory _____

Excessive _____

Rate of speech

Too fast _____

Medium _____

Too slow _____

Unadapted to
variations
in meaning _____

Pronunciation

Accurate _____

Average _____

Inaccurate _____

Pauses

Too long _____

Too short _____

Too infrequent _____

Misplaced _____

Enunciation

Over-precise _____

Clear _____

Indistinct _____

UNIT V-B: COMMUNICATIONS
Lesson 3: Speaking - Elements of effective speaking

I. Behavioral objectives

1. To give a class discussion period that will enable the student to differentiate between two kinds of speaking.
2. Given examples, the student will be able to match situations with the correct reasons for speaking, and with the kind of speaking chosen.
3. Given the four basic guidelines for effective speaking, the student will be able to decide whether the person speaking is following or ignoring one or more of the four basic guidelines.

II. Apperceptive base

Call on a few students relevant to last night's homework and have them discuss whether they agree/disagree with the checklist answers given by their evaluator.

III. Motivational approach

Think of the President of the United States and your favorite disc jockey. What kind of speaking do they practice at their job?

IV. Aim

To understand the elements of effective speaking.

V. Presentation

Specific material - Handout No. 1 (enclosed)

2. Elements of effective speaking

(a) Two kinds of speaking

- (1) informal
- (2) formal

(b) Reasons for speaking

- (1) inform
- (2) persuade
- (3) entertain

(c) Guidelines for speaking - Handout No. 2 (enclosed)

- (1) be polite
- (2) be factual
- (3) be natural
- (4) be interesting

VI. Medial summary

Ask pertinent questions to presentation (a) and (b) before moving on to (c) such as:

1. What are the two kinds of speaking?
2. What guidelines should you follow when speaking?

VII. Application

Have students complete Handout No. 1.

VIII. Final summary

1. Have students define informal/formal speaking.
2. Orally evaluate Handout No. 1 in class.
3. Have students complete Handout No. 2 either in class or for homework.

TWO KINDS OF SPEAKING

Directions: Below you are given situations. You are to match the situation with the correct form of speaking.

Two kinds of speaking

- a. Informal speaking
- b. Formal speaking

- 1. ___ Giving a speech before an audience of several people.
- 2. ___ Speaking with your family.
- 3. ___ Taking part in debates.
- 4. ___ Talking with your friends.
- 5. ___ Using slang words and expressions.
- 6. ___ Talking in front of a classroom.
- 7. ___ Using body language a lot to reinforce your meaning or add to it.

REASONS FOR SPEAKING

Directions: You are given examples. Again, you are to match the example to the correct reason for speaking.

Reasons for speaking

- a. To inform
- b. To persuade
- c. To entertain

- 1. ___ Getting a friend or someone to do something.
- 2. ___ Showing a new worker how to do a certain task.
- 3. ___ Convincing a friend to accept your opinions.
- 4. ___ Talking pleasantly, passing time with a friend.
- 5. ___ Telling a friend who missed class, the steps of a sale.

GUIDELINES FOR SPEAKING

Directions: Read the situations described in the left column below. Decide whether the person speaking is following or ignoring one or more of the four guidelines. Use a plus sign if the speaker is following the guidelines and a minus sign if the speaker is ignoring them.

Place your plus and/or minus sign in the appropriate columns at the right.

Situation	Be Polite	Be Factual	Be Natural	Be Interesting
1. A new worker asked the supervisor a question. His reply was: "You must be pretty stupid to ask a question like that."				
2. A customer was talking on the telephone with a receptionist: "Can't you try to make more sense?"				
3. A machine operator telling the shop supervisor what is wrong with a machine that has stopped running: "It has snapped a camshaft again."				
4. A young worker answering a simple question from his boss about how things are going: "I think sir, I have mastered the basics, although I have not yet had a sufficient amount of time to evaluate my progress adequately."				

UNIT V-B:
Lesson 3:

COMMUNICATIONS
Answer key - Handout No. 1 and Handout No. 2

Handout No. 1

Two kinds of speaking

1. Formal speaking
2. Informal speaking
3. Formal speaking
4. Informal speaking
5. Informal speaking
6. Formal speaking
7. Informal speaking

Reasons for speaking

1. To persuade
2. To inform
3. To persuade
4. To entertain
5. To inform

Handout No. 2

Guidelines for speaking

1. Not polite, minus - Not factual, minus
2. Not polite, minus
3. Polite, plus - factual, plus - natural, plus
4. Polite, plus - not factual, minus - not natural, minus - not interesting, minus.

UNIT V-B: COMMUNICATIONS
Lesson 4: Speaking - Techniques of effective speaking

I. Behavioral objective

To hold a class discussion period so that the student will be able to list and explain the five factors affecting voice quality.

II. Apperceptive base

Explain three reasons for speaking.
Explain at least three guidelines for speaking.

III. Motivational approach

Did you ever stop to think why all speech patterns are not alike?

IV. Aim

To recognize what elements contribute to effective speaking.

V. Presentation

Specific material

3. Techniques of effective speaking - factors affecting voice quality.

- (a) pitch
- (b) volume
- (c) diction
 - (1) articulation
 - (2) enunciation
- (d) speed
- (e) tone

VI. Medial summary

State five factors which affect voice quality.

VII. Application

Possible method (example)

Project - Have students try reading passages from a book or parts of a poem into a tape recorder. Have them listen to their:

- 1. pitch
- 2. volume
- 3. diction
- 4. speed
- 5. tone

VIII. Final summary

Explain the five factors which affect your voice quality.

UNIT V-C: COMMUNICATIONS
Lesson 5: Listening

I. Behavioral objectives

1. Given a lecture/discussion period, the student will be able to explain the six items a good listener listens for in a conversation or speech.
2. Given a class discussion period, the student will be able to list at least four basic rules of listening.

II. Apperceptive base

Randomly select students and analyze the individual student's voice qualities by listening to the tape recording.

III. Motivational approach

How many times has your mother told you to be home by 11:00, but you came in by 1:00? What is the difference between listening and hearing in this statement?

IV. Aim

To learn the importance of listening.
To learn the basic rules of listening.

V. Presentation

Specific material

1. Importance of listening (explain to class)
2. What to listen for
 - (a) main ideas
 - (b) subordinate
 - (c) pros and cons
 - (d) key words
 - (e) facts and opinions
 - (f) implied meanings

VI. Medial summary

Ask questions pertinent to presentation such as:

1. What is the difference between main ideas and subordinate ideas?
2. How is listening important in your daily routine?

VII. Presentation (cont.)

Specific material

3. Basic rules for listening
 - (a) be prepared
 - (b) have an open mind
 - (c) listen carefully
 - (d) listen with empathy

VIII. Medial summary (cont.)

List some basic rules for good listening.

IX. Application

Have students complete the handout enclosed.

X. Final summary

Go over handout with students and discuss answers.

HANDOUT

Directions: Briefly define each of the following terms using your own words.

A. Subordinate ideas

B. Pros and cons

C. Key words

D. Facts and opinions

E. Implied meanings

F. Open mind

G. Empathy

UNIT V-D: COMMUNICATIONS
Lesson 6: Reading - Reading as a part of your job

I. Behavioral objectives

Given an oral question, the student will be able to explain how attitudes and environment affect reading ability.

II. Apperceptive base

What was it like when you first learned to read? (Discuss)

III. Motivational approach

Have you ever read something over and over and still not understood what it said? (Discuss with students.)

IV. Aim

To understand how attitudes and environment can affect reading ability.

V. Presentation

Specific material

1. Reading as part of your job.

 (a) attitudes

 (b) environment

 (1) location and condition of material

 (2) lighting

 (3) distractions and interruptions

VI. Medial summary

Ask questions pertinent to presentation such as:

1. What is a positive attitude?

2. What is a negative attitude?

3. How can your environment help or hurt your reading ability?

VII. Application

Have students complete the handout enclosed.

VIII. Final summary

1. Go over handout completed by students.

2. Emphasize key points presented in today's lesson.

Directions: Your attitude and environment affect your reading ability. Read the following situations and decide whether the person in each case reflects a good/poor attitude toward reading. Decide also whether a good/poor environment for reading is described. Some of the examples include both attitude and environment, and others include only one of them.

1. Reading doesn't make one bit of difference for me. I only read when I have to.

Attitude

Environment

2. I really enjoy reading magazines but the lighting in my room makes my eyes hurt.

Attitude

Environment

3. I hadn't realized I had so many papers to read. I'll take a few to lunch with me and circle all gramatical errors.

Attitude

Environment

4. I am going to take an Evelyn-Wood speed reading course to help me with the research work I am doing now.

Attitude

Environment

5. Since a number of operators said they found it difficult to share the directory guide, we will be given each operators his own guide in the morning.

Attitude

Environment

UNIT V-D: COMMUNICATIONS
Lesson 7: Reading - Types of reading

I. Behavioral objectives

1. Given an oral question, the student will be able to list and define the three types of reading.
2. Given an oral question, the student will be able to explain the techniques used for skimming, scanning, and intensive reading.

II. Apperceptive base

Why is it important to be in the right frame of mind to begin reading?

III. Motivational approach

When you are asked to read something it is not always necessary to read word for word to understand the content.

IV. Aim

To learn the skimming/scanning and intensive reading techniques.

V. Presentation

Specific material

2. Types of reading

- (a) skimming
 - (1) main ideas, basic facts
 - (2) rapid reading
- (b) scanning
 - (1) locate specific information, key words
 - (2) (not reading continuously)
- (c) intensive reading
 - (1) reading to recall, nearly 100% of the material
 - (2) studying
 - (3) SQ3R method
 - a- skim
 - b- question
 - c- read
 - d- recall
 - e- review

VI. Medial summary

Examples:

1. How do we skim material?
2. How do we scan material?
3. Explain the SQ3R method used for intensive reading.

VII. Application

Teacher will supply an article (handout form) for the students to read (samples enclosed).

1. Have students skim the article (main ideas, basic facts; rapid reading).
2. Have students scan the same article (key words, not reading continuously).
3. Assign a section from the text and have students apply the intensive reading technique.

VIII. Final summary

Review the three reading techniques with students (refer to application).

CRY "100% COTTON", AND CIVIL WAR ERUPTS IN DENIM

By Herbert Koshetz

A civil war has been precipitated in the denim industry by the campaign of Cotton Inc., the promotional arm of the cotton industry, to promote 100 percent use of the natural fiber in denim.

"If Denim Jeans aren't 100 percent pure cotton, they are not denim jeans at all", Cotton Inc. says in recent advertisements.

In 1976, 675 million yards of denim were produced; 92 percent of it was 100 percent cotton. The cloth is the largest cotton-consuming fabric in the world, but man-made fibers are increasing their share of the market.

The man-made fiber industry was understandably the first to protest. It contends that blends of polyester and cotton are common in many types of cloth that were formerly all cotton. Charles W. Jones, president of the Man-Made Producers Association, put it this way:

"Manufacturers and consumers have found inclusion of man-made fibers in these blends provides ease-of-care, durability and economic features that are not available in 100 percent cotton textiles."

Objections from manufacturers

But weavers of denim are also upset by Cotton Inc.'s slogan. Chester Braman, spokesman for the Graniteville Company, which makes denim blends said:

"The whole program is a travesty. The marketing arm of the cotton growers is doing something that will hurt cotton. It has taken unilateral positions without consulting cotton growers, consumers or textile manufacturers. The use of blends has produced better products."

"It is inconsistent, after an active program to promote cotton shirtings with blends of 40 percent man-made fiber and 60 percent cotton, when the denim it is protesting is 35 percent cotton."

"We find it an imposition on us who pay the cost of the program," he added.

Larry Addison of Swift Textiles, another denim producer, voiced similar sentiments:

"We find it strange that three and one half years ago they said they would support 60 percent cotton-40 percent polyester blends. We cannot understand Cotton, Inc.'s philosophy."

A year and a half ago, he said, only about 10 percent of his company's output was blends; today it is about 68 percent and will go higher.

"An advantage of using polyester is that you can stabilize prices because you are not subject to fluctuating prices of cotton," he added.

A large producer of denim who asked that his name not be used has this to say:

"The campaign is misleading, untrue and negative and we don't know how they get away with it. We have been making and selling blended denims for 20 years. In the final analysis, we will make what the consumer wants."

Back at Cotton, Inc. a spokesman defended the campaign for 100 percent cotton denim, pointing out that dictionary definitions describe denim as a cotton fabric, and many mills also consider denim as a pure cotton product.

In essence, the campaign was created in response to advertisements run by E.I. du Pont de Nemours and Company, extolling the so-called reverse blend - 35 percent polyester and 65 percent cotton. The ads were considered to be an assault on all-cotton jeans.

"Since the late 1960's", the Cotton Inc. spokesman said, "cotton has enjoyed the lion's share of the business and we want the consumer to read the label."

"We were convinced on the basis of market research that the young consumer might take a dim view of someone monkeying around with their product."

On the cost question, Cotton Inc. takes the position that by 1981, polyester will cost about \$1.03 a pound, up from the current price of about 70¢ a pound and that by 1985, the price will be in the range of \$ 1.15 a pound. Cotton Inc. projects the price of cotton at about 60 cents to 70 cents a pound in the early 1980's.

Cotton Inc. is indirectly financed by the cotton farmers, from whom a \$1-abale assessment is collected and channeled through the Cotton Board, a Memphis-based quasi-governmental cotton promotion body set up by the United States Department of Agriculture. The funds are used by Cotton Inc. for both research and marketing.

UNIT V-D: COMMUNICATIONS
Lesson 8: Reading - Short-cuts for effective reading

I. Behavioral objective

With the use of a textbook, the student will be able to develop skill in using reading short-cuts.

II. Apperceptive base

We have already discussed skimming, scanning and intensive reading. Do you feel any of these can be used as short-cuts for effective reading?

III. Motivational approach

There are definite short-cuts to reading. How would you benefit if you could read faster?

IV. Aim

To learn the short-cuts for effective reading.

V. Presentation

Specific material

3. Short-cuts for effective reading - Preview material
 - (a) title
 - (b) preface
 - (c) table of contents
 - (d) index

VI. Medial summary

Ask questions pertinent to presentation such as:

1. What is the preface? Where is it?
2. What is the function of the Table of Contents?
3. What is the index? Where is it?

VII. Application

Have students preview material in their textbooks.

VIII. Final summary

After the students have previewed material from their texts, discuss the findings with the class.

Again highlight:

1. title
2. preface
3. table of contents
4. index

UNIT V-E: COMMUNICATIONS
Lesson 9: Writing - Be prepared to write

I. Behavioral objectives

1. Given an oral question, the student will be able to recite the four rules for good writing.
2. Given a writing assignment, the student will be able to write an essay in accordance with the four guidelines discussed, to the satisfaction of the teacher.

II. Apperceptive base

"Where I'll be working, I won't have to write on the job." So, why bother with learning how to write?

III. Motivational approach

Writing is like throwing a dart. You can't hit the target if you don't have a clear view of what you are aiming at.

IV. Aim

To understand the basic rules for good writing.

V. Presentation

Specific material

1. Be prepared to write
 - (a) know your readers
 - (b) know your purpose
 - (c) know your subject
 - (d) know spelling and grammar

VI. Medial summary

What are the basic four rules for good writing?

VII. Application

Have students complete the handout enclosed.*

VIII. Final summary

1. Highlight your presentation.
2. Homework assignment: Write an essay on Marketing And Distributive Education using the four rules for good writing. Assume that you are writing it for someone who has never heard of MADE.

* Teachers: Use handout No. 1 - Unit III-C, lesson 5 - Section on spelling (SPELLING TEST and IMPORTANT SPELLING RULES)

UNIT V-E: COMMUNICATIONS
Lesson 10: Writing - Expressing yourself in writing

I. Behavioral objective

Given a discussion period, the student will be able to explain at least four guidelines to follow when expressing him/herself in writing.

II. Apperceptive base

Do you know that your communication skills are directly related to your personality and your attitude? How?

III. Motivational approach

Have you ever heard the expression "don't beat around the bush"? What does it mean and how does it tie into writing?

IV. Aim

To understand the guidelines followed when expressing yourself in writing.

V. Presentation

Specific material

2. Expressing yourself in writing

- (a) get readers' interest
- (b) establish positive self-identity
- (c) emphasize subjects that appeal
- (d) consider your readers' feelings
- (e) choose the best words
 - (1) short and long
 - (2) abstract and concrete
 - (3) jargon

VI. Medial summary

Ask clear-cut questions pertinent to presentation.

Example: What are the guidelines to follow when expressing yourself in writing?

VII. Application

Have students do the handout enclosed.

VIII. Final summary

Highlight your presentation by going over handout completed by students.

UNIT V-E: COMMUNICATIONS
Lesson 10: Handout

Directions: Pick a job you would like to apply for at a real company in your town. Write the first draft of a letter to the personnel director of the company convincing this person that you should be hired for the job. Make sure your letter complies with the elements listed below. Lastly, explain how you made the letter fit each of these elements.

My letter was to Personnel Director of _____.
(Company)

1. My letter expresses a positive self-identity by:
2. My letter emphasizes the following subjects that will interest the reader:
3. My letter considers the reader's feelings by:
4. My letter uses short words rather than long ones in such cases as:
5. My letter uses concrete rather than abstract words in such cases as:
6. My letter avoids jargon (or slang) in such cases as:

UNIT V-E: COMMUNICATIONS
Lesson 11: Writing - Basic rules for writing clearly

I. Behavioral objectives

1. Given a discussion period, the student will be able to explain the four basic rules for writing clearly.
2. Given a writing assignment, the student will be able to construct an essay adhering to the basic rules for writing clearly.

II. Apperceptive base

Your ability, or inability, to think clearly is more obvious in writing than in any other form of communication. Why?

III. Motivational approach

What you write must stand alone. In writing, your words are permanent!

IV. Aim

To become familiar with the basic rules for writing clearly.

V. Presentation

Specific material

3. Basic rules for writing clearly
 - (a) limit subject matter
 - (b) organize your subject
 - (1) main idea / subordinate idea
 - (2) chronological pattern
 - (3) opinion - reason pattern
 - (4) problem - solution pattern
 - (c) write a clear, strong conclusion
 - (d) review your writing.

VI. Medial summary

Ask clear-cut questions pertinent to presentation.

Example: What are the four basic rules to follow for clear writing?

VII. Application

Have students do the handout enclosed.

VIII. Final summary

1. Go over true/false handout with students.
2. Classwork/homework - Have students write an essay (at least one page in length) on a topic of their choice adhering to the rules discussed.

UNIT V-E: COMMUNICATIONS
Lesson 11: Handout

Directions: Read the following statements and decide whether each is either true or false. Write your answer in the space provided.

1. Making a list of ideas to write about is a good step in organizing your subject. _____
2. The conclusion of a piece of writing gives the readers their final impression. _____
3. Your writing is not ready for others to read until it has been reviewed. _____
4. Always tell your readers more than they have to know. _____
5. You must know your purpose before you can organize your writing. _____
6. The chronological pattern involves organizing a subject by describing something in the order it happened. _____
7. When writing, you don't have to worry about limiting your subject. _____

VI. MERCHANDISING UNIT OUTLINE

A. Introduction

1. Definition
2. Importance
3. Merchandising utilities
 - (a) place
 - (b) time
 - (c) form
 - (d) possession

B. Buying

1. Definition
2. Market research - Market segmentation
 - (a) age
 - (b) education
 - (c) geographic location
 - (d) ethnic background
3. Market resources - Sources of supply
 - (a) central market
 - (b) trade show
 - (c) foreign markets
 - (d) buying offices
 - (e) manufacturers
 - (f) wholesalers
4. Choosing the product and timing the purchase
 - (a) obtaining product information
 - (1) customer contracts
 - (2) sales records
 - a- staple goods
 - b- fashion goods
 - c- seasonal goods
 - (3) merchandise want-slip
 - (4) comparison shopper
 - (5) consumer surveys
 - (6) consumer panels
 - (7) fashion coordinators
 - (8) trade papers, journals
 - (9) test marketing
 - (b) planning the assortment
 - (c) timing the purchase
5. Negotiating for price
 - (a) discounts
 - (1) quantity discount
 - (2) trade discount
 - (3) cash discount
 - (4) seasonal discount
 - (5) promotional discounts
 - (b) credit arrangements - dating
 - (1) ordinary dating
 - (2) advanced dating

- (3) extra dating
- (4) end-of-month dating
- (5) receipt of goods dating
- (6) cash on delivery
- 6. The purchase order
 - (a) number
 - (b) date of order
 - (c) vendor's name and address
 - (d) delivery instructions
 - (e) date of delivery
 - (f) terms of sale
 - (g) description of merchandise
 - (h) signature
- 7. Transportation terms
 - (a) FOB shipping point
 - (b) FOB city of destination
 - (c) FOB store

C. Pricing

- 1. Price determining factors
 - (a) cost of merchandise
 - (b) supply and demand
 - (c) competition
 - (d) desirability of merchandise - the fashion cycle
 - (e) overhead expenses
- 2. Markup and markdown
 - (a) definition
 - (b) theory
- 3. Open-to-buy

Occupational category: MERCHANDISING
Instructional area: Apparel and accessories
Level: Owner - Manager

Knowledge of the store's methods or procedures used for changing retail stock prices up or down.

Knowledge of the reasons for making return of merchandise to manufacturers.

Knowledge of the store's procedures for recording markups and mark-downs, additional markups and revisions of retail down.

Skill in ability to participate in merchandise counts for physical inventories.

Skill in taking accurate stock counts of merchandise for ordering, inventory or unit-book control.

Skill in interpreting consumer demand as it applies to the merchandise in the selling department.

Skill in placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.

Attitude that stockkeeping errors or losses affect company's profits.

Attitude that complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

Attitude that the buyer must be kept informed of low quantity points of staple stocks.

Understanding the ways to develop and submit departmental advertising plans for a coming season to management.

Understanding of the procedures for analyzing and interpreting past sales records and performance in planning future sales and making purchases.

Understanding the uses of forms and records necessary in inventory control.

Knowledge of the procedure for properly recording the transfer of stock to branch stores to prevent inventory shortages.

Knowledge of the procedures used in preparing merchandise plans by seasons.

Knowledge of stock quantities necessary for seasonal or year-round selling.

Understanding the uses of the information available from unit inventory control systems.

Understanding the use of ticket stubs and special forms to keep records of merchandise sold by classification.

Skill to be able to select and to order merchandise based on customer demand.

Skill in ability to use "open to buy" and interpret the factors that influence it.

Skill in ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

Skill to determine appropriate merchandise for sales.

Skill in preparing and maintaining a model (or basic) stock plan.

Skill in maintaining a close relationship between stocks and sales.

Skill in using unit control record to predict trends in price lines, colors, types, sizes, etc.

Skill in using effectively currently trends in sales, customer buying habits, styles, etc.

Skill in using timely advertising, markdowns, special sales and sales force incentives to stimulate sales.

Skill in keeping informed of competitive conditions in the market area which the store serves.

Attitude that a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.

Attitude that one must be constantly alert to discover "hot items" and follow through with additional merchandise and promotional activities.

Attitude that before buying merchandise, its salability (past, present and potential), comparative market value, competitive elements and amount of stock on hand and on order must be considered.

A belief that unit inventory control systems must be kept up to date if they are to be useful in planning and making purchases.

A belief that if the store is to get its share of the business in a market area, merchandise must be bought and sold at competitive prices.

Attitude that the customer is the determining factor in buying merchandise for a retail store or department.

Keep informed of competitive conditions in the market area which the company serves.

Know that "in-store merchandising" which includes product selection, variety arrangement, plus the promotion and presentation of products, is an important factor in profitable operation.

Realize the importance and the role of visual merchandising.

Understand federal and state laws applicable to pricing.

Attitude that one must be always aware of incorrectly priced items since prices change frequently and quickly.

Knowledge of how to anticipate and buy related items that will contribute to maximum sales of basic stock items. (Example: aluminum foil, dressing mix, cranberry sauce for Thanksgiving turkey.)

Attitude that a buyer or manager who spends as much time as possible on the selling floor maintains a customer contact which is necessary for a good merchandising job.

Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.

Knowledge of the ways to handle special orders of merchandise for customers.

Knowledge of the procedures involved in a merchandise count for physical inventory.

Skill in using forms and records necessary in inventory control.

Skill in analyzing and interpreting past sales records and performances in planning future sales and purchases.

Skill in ability to use the company's merchandise order form.

Skill in comparing merchandise cost and such factors as transportation and discounts.

Attitude that one must keep informed of manufacturers' or resources' products and lines of merchandise which can be valuably used by the retailer.

Correctly change the prices of merchandise up or down.

Replenish selling stock from reserve stock.

Re-mark merchandise for special sales events.

Rotate stock to keep first-in merchandise in prime selling position.

Prepare merchandise for sales floor.

Maintain a perpetual or basic stock inventory.

Unpack and assemble merchandise.

Select a merchandise assortment appropriate to the store's customers.

Know that for a buying trip into the market to be most advantageous, the buyer must lay out careful buying plans in advance and then systematically review merchandise lines and place orders while in the market.

Interpret the elements involved in the retail method of accounting such as retail reduction, cost of goods sold and total merchandise handled.

Know that the company's restrictions, policies and procedures for buying are set up to protect the buyer, the company and the manufacturer.

Consider the promotional possibilities of merchandise and make preliminary promotional plans when buying merchandise for resale.

Make quality and style comparisons when buying merchandise for a particular classification.

Know that the character of the retail business helps determine what proportion of promotional merchandise activity versus staple merchandise appeal should be carried out.

Know that the prompt payment for purchases from manufacturers provides a profit cushion (cash discount) which is often the difference between profit and loss for a department or company.

Know that the store's branch or suburban stores must be visited by the buyer frequently enough to maintain good relations, determine merchandise needs and provide merchandising suggestions and help.

Prepare rejected merchandise for return to suppliers.

Keep receiving room clean and orderly.

Determine rate of turnover for item, line or department and apply results to store situation.

Know that merchandise packaging possibilities must be considered at the time of the purchase. (Promotional features, increased salability and adaptability to present department fixtures.)

Negotiate with manufacturers for the most advantageous advertising or promotional aid.

Obtain the desired quality for the lowest available price by accepting and reviewing competitive bids before orders are placed.

Get credit department approval on non-routine credit purchases.

Knowledge of the usual or typical discounts and terms offered by manufacturers in the market from which the buyer purchases merchandise (example: 8/10 EOM).

Skill in keeping up to date on trends through trade journals, central buying office aids, etc.

Occupational category: MERCHANDISING
Instructional area: Food marketing
Level: Owner - Manager

Skill in ability to participate in merchandise counts for physical inventories.

Skill to be able to select and to order merchandise based on customer demand.

Skill in ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

Knowledge of how to anticipate and buy related items that will contribute to maximum sales of basic stock items. (Example: aluminum foil, dressing mix, cranberry sauce for Thanksgiving turkey, etc.)

Skill in ability to use the company's merchandise order form.

Skill in comparing merchandise costs and such factors as transportation and discounts.

Occupational category: MERCHANDISING
Instructional area: General Merchandise
Level: Owner - Manager

Knowledge of the store's methods or procedures used for changing retail stock prices up or down.

Knowledge of the reasons for making returns of merchandise to manufacturers.

Knowledge of the store's procedures for recording markups and mark-downs, additional markups and revisions of retail down.

Skill in ability to participate in merchandise counts for physical inventories.

Skill in taking accurate stock counts of merchandise for ordering, inventory or unit-book control.

Skill in interpreting consumer demand as it applies to the merchandise in the selling department.

Skill in placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.

Attitude that stockkeeping errors or losses affect company profits.

Attitude that complete assortments for wanted merchandise must be maintained at all times to stimulate best sales.

Attitude that the buyer must be kept informed of low quantity points of staple stocks.

Knowledge of the procedure for properly recording the transfer of stock to branch stores to prevent inventory shortages.

Knowledge of the procedures used in preparing merchandise plans by seasons.

Knowledge of stock quantities necessary for seasonal or year-round selling.

Skill to be able to select and to order merchandise based on customer demand.

Skill in ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

Skill in maintaining a close relationship between stocks and sales.

Attitude that the customer is the determining factor in buying merchandise for a retail store or department.

Attitude that one must be always aware of incorrectly priced items since prices change frequently and quickly.

Attitude that a buyer or manager who spends as much time as possible on the selling floor maintains a customer contact which is necessary for a good merchandising job.

Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.

Knowledge of the ways to handle special orders of merchandise for customers.

Knowledge of the procedures involved in a merchandise count for physical inventory.

Skill in using forms and records necessary in inventory control.

Skill in handling special orders of merchandise for customers.

Correctly change the prices of merchandise up or down.

Be familiar with general principles of retail merchandising.

Keep counters and display fixtures clean and attractive.

Replenish selling stock from reserve stock.

Re-mark merchandise for special sales events.

Rotate stock to keep first-in merchandise in prime selling position.

Prepare merchandise for sales floor.

Maintain a perpetual or basic stock inventory.

Use resident buyer or buying office to the best advantage.

Know that the store's branch or suburban stores must be visited by the buyer frequently enough to maintain good relations, determine merchandise needs and provide merchandising suggestions and help.

Prepare rejected merchandise for return to suppliers.

Skill in keeping up to date on trends through trade journals, central buying office aids, etc.

Occupational category: MERCHANDISING
Instructional area: Apparel and accessories
Level: Master - Employee

Knowledge of the store's methods or procedures used for changing retail stock prices up or down.

Knowledge of the store's procedures for recording markups and mark-downs, additional markups and revisions of retail down.

Skill in ability to participate in merchandise counts for physical inventories.

Skill in taking accurate stock counts of merchandise for ordering, inventory or unit-book control.

Attitude that stockkeeping errors or losses affect company profits.

Attitude that the buyer must be kept informed of low quantity points of staple stocks.

Understanding the uses of forms and records necessary in inventory control.

Knowledge of the procedure for properly recording the transfer of stock to branch stores to prevent inventory shortages.

Understanding the use of ticket stubs and special forms to keep records of merchandise sold by classification.

A belief that unit inventory control systems must be kept up to date if they are to be useful in planning and making purchases.

Know that "in-store merchandising", which includes product selection, variety arrangement, plus the promotion and presentation of products, is an important factor in profitable operation.

Realize the importance and role of visual merchandising.

Attitude that one must be always aware of incorrectly priced items since prices change frequently and quickly.

Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.

Knowledge of the ways to handle special orders of merchandise for customers.

Knowledge of the procedures involved in a merchandise count for physical inventory.

Skill in using forms and records necessary in inventory control.

Skill in handling special orders of merchandise for customers.
Skill in ability to use the company's merchandise order form.
Correctly change the prices of merchandise up or down.
Keep counters and display fixtures clean and attractive.
Replenish selling stock from reserve stock.
Re-mark merchandise for special sales events.
Rotate stock to keep first-in merchandise in prime selling position.
Prepare merchandise for sales floor.
Maintain a perpetual or basic stock inventory.
Check stock for damaged or soiled merchandise.
Unpack and assemble merchandise.
Make tickets using store's coding system for prices, stock numbers,
and datings.
Keep receiving room clean and orderly.
Receive stock from supplier or delivery man.
Get credit department approval on non-routine credit purchases.
Receive merchandise from delivery men and common carriers.

Occupational category: MERCHANDISING
Instructional area: Finance and Credit
Level: Master - Employee

Understanding the procedures for analyzing and interpreting past sales records and performance in planning future sales and making purchases.

Skill in using effective use of current trends in sales, customer buying habits, styles, etc.

Keep informed of competitive conditions in the market area which the company serves.

Skill in analyzing and interpreting past sales records and performances in planning future sales and purchases.

Interpret the elements involved in the retail method of accounting such as retail reduction, cost of goods sold and total merchandise handled.

Occupational category: MERCHANDISING
Instructional area: Food marketing
Level: Master - Employee

Skill in ability to participate in merchandise counts for physical inventories.

Occupational category: MERCHANDISING
Instructional area: General merchandise
Level: Master - Employee

Attitude that one must be always aware of incorrectly priced items since prices change frequently and quickly.

Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.

Knowledge of the ways to handle special orders of merchandise for customers.

Knowledge of the procedures involved in a merchandise count for physical inventory.

Skill in using forms and records necessary in inventory control.

Skill in handling special orders of merchandise for customers.

Skill in ability to use the company's merchandise order form.

Correctly change the prices of merchandise up or down.

Be familiar with general principles of retail merchandising.

Keep counters and display fixtures clean and attractive.

Replenish selling stock from reserve stock.

Re-mark merchandise for special sales events.

Rotate stock to keep first-in merchandise in prime selling position.

Prepare merchandise for sales floor.

Keep receiving room clean and orderly.

UNIT VI-A: MERCHANDISING
Lesson 1: Introduction

I. Behavioral objectives

1. Given an oral question, the student will be able to define merchandising to the satisfaction of the teacher.
2. Given a class discussion period on the four utilities, the student will be able to write the four utilities of a specific product.

II. Apperceptive base

See motivation, below.

III. Motivational approach

- Q. How many students plan on getting a car in the near future?
- Q. Where do you plan on getting this car?
- Q. How will you purchase this car?
- Q. What time of year will you buy this car?

IV. Aim

To learn about merchandising.

V. Presentation

Specific material - Introduction

1. Definition
2. Importance
3. Merchandising utilities
 - (a) place
 - (b) time
 - (c) form
 - (d) possession

(Refer to handout for an example of a new car going through the four utilities.)

VI. Medial summary

Ask questions pertinent to each part of the presentation such as:

1. What is the definition of merchandising?
2. What is the importance of merchandising?
3. List the four merchandising utilities.

VII. Application

Have the students take a product or service and run it through the four utilities as we did with the car. (See handout.)

Example: Possible suggestions - corn, potatoes, strawberries.

VIII. Final summary

Review the students' answers. Ask a thought question: How does this apply to both, the consumer and the business?

UNIT VI-A: MERCHANDISING
Lesson 1: Handout

MERCHANDISING UTILITIES

In this unit there is one section on merchandising utilities. The utilities we are concerned with are: place, time, form and possession. We are looking at this from both the consumer and the business point of view.

Below, you will find an example of a new car with the four utilities mentioned.

NEW CAR

Place: The car has to be available at the local car dealer (not in Detroit).

Time: September cars are announced. They are available November. They have to be available at this time.

Form: The car must be in its finished form. Not in parts or block of steel.

Possession: Ownership by the customer. How consumers (or you) are going to get ownership. Examples: cash, lay-away, credit card, car loan.

UNIT VI-B: MERCHANDISING
Lesson 2: Buying

I. Behavioral objectives

1. Given an oral question, the student will be able to define buying to the satisfaction of the teacher.
2. Given a discussion period on market segmentation, the student will be able to create a collage, adhering to the four areas covered.

II. Apperceptive base

In our previous lesson we learned the four merchandise utilities. We will now take this finished product and see how businesses divide (or segment) the market.

III. Motivational approach

- Q. Did you know, when you purchase a product, the manufacturer already know what type of person would buy his/her product?
Example: Baby food - The manufacturer already knows that his/her customer is the parent of the infant.
- Q. Can you give similar examples in relation to the products you purchase?

IV. Aim

To learn market research.

V. Presentation

Specific material - Buying

1. Definition
2. Market research - Market segmentation
 - (a) age
 - (b) education
 - (c) geographic location
 - (d) ethnic background

VI. Medial summary

Ask questions pertinent to each part of the presentation such as:

1. Define buying
2. What is market segmentation?
3. How do we segment the market?

VII. Application

1. Have the students list different products and state what market the manufacturer is trying to reach.
2. Have the student state what market the manufacturer of baby oil is trying to reach. (Discuss it.)

3. Have the students do a collage.

Possible collages

- (a) Divide the class into four groups. Have each group take one of the markets, (age, education, geographic location and ethnic background) and do a collage for that particular market. (Use magazines, newspapers, etc.)
- (b) Again, divide the class into four groups and have each group choose one of the markets. Each group gathers (pictures or words) for their market. Then the best information is used for a group collage.

VIII. Final summary

1. Review the students' lists of different products and the markets they are reaching.
2. Have each group discuss their reasons for choosing the pictures for their particular market.

UNIT VI-B: MERCHANDISING
Lesson 3: Buying - Market resources

I. Behavioral objectives

To use a handout on the sources of market supply so that the student will be able to recognize major points of difference between sources of market supply.

II. Apperceptive base

Our previous lesson gave us information on market segmentation, which will help us to understand why there is a need for many sources of market supply.

III. Motivational approach

All over the world goods are made. The study of market resources will help you to learn how so many items are available to you at your closest shopping mall.

IV. Aim

To learn about market resources.

V. Presentation

Specific material

3. Sources of supply
 - (a) central market
 - (b) trade show
 - (c) foreign market
 - (d) buying offices
 - (e) manufacturer
 - (f) wholesaler

Using Market Resources - Handout No. 1

Have a class discussion to extract advantages, disadvantages, similarities and differences between various markets.

VI. Medial summary

Give a quiz - place the names of all the market resources on the board, then have students define in their own words.

VII. Application

For homework: Have students list the seven major market resources. Find an example of products that could have come from each market.

VIII. Final summary

Why are there so many different types of resource markets? Name a store you are familiar with and tell where they get their merchandise (which market resource).

MARKET RESOURCES

- a. Central market - is a market that is located conveniently so that retailers that are far away can come to buy from a number of suppliers. Large cities are often central markets.
- b. Trade shows - are markets where many vendors selling similar or related products come together (this can be at a central market). These shows allow buyers to see large variety, compare prices and see the newest merchandise.
- c. Foreign markets - Many retailers like to shop abroad. Countries such as Italy, Germany, Japan, France, Mexico and others are examples of foreign markets. Interesting and attractive items can be found.
- d. Buying offices - These are markets where buyers can go to keep up with what specific merchandise is available. Resident buyers research the market for the local buyers. This saves time. They also can place orders and follow up on deliveries.
- e. Manufacturers - Sometimes it is advantageous to a buyer to deal directly with the manufacturer for many reasons.
 - 1. See newest styles
 - 2. Faster delivery
 - 3. Can handle large quantities
 - 4. Convenient with regard to location.
- f. Wholesaler - Small and medium size retailers might buy from a wholesaler because they can buy a greater variety and smaller amounts. Often wholesalers are dependable when it comes to delivery.

UNIT VI-B: MERCHANDISING
Lesson 4: Buying - Choosing the product and timing the purchase

I. Behavioral objectives

1. To give a want-slip form so that the student will be able to fill out the form to the satisfaction of the teacher.
2. Given an oral question, the student will be able to differentiate between staple, fashion, and seasonal goods, to the satisfaction of the teacher.

II. Apperceptive base

Yesterday we talked about the many sources of market supply. Now that we know where to get our goods, it is very important that we choose the correct products and have them available at the right time for our customers.

III. Motivational approach

Did you ever plan on buying something from a store but didn't because it didn't have your correct size, style, or color? How many stores did you have to go to before you got what you wanted?

IV. Aim

To understand that choosing the product on the part of the buyer is of vital importance.

V. Presentation

Specific material (discuss)

4. Choosing the product and timing the purchase

(a) Obtaining product information

- (1) customer contracts
- (2) sales records
 - a- staple goods
 - b- fashion goods
 - c- seasonal goods
- (3) merchandise want-slip.

VI. Medial summary

Ask questions such as:-

1. Where can a buyer obtain product information?
2. What are staple, fashion, and seasonal goods?
3. What is a merchandise want-slip? Why is it important?

VII. Application (Handout No. 1)

Have students fill out the handout enclosed (merchandise want-slip).

VIII. Final summary

1. Go over the completed want-slip. Check for errors.
2. Highlight your presentation.

MERCHANDISE WANT-SLIP

Department No. _____

Name _____

Date _____

The following requested merchandise is not in stock:

Description	Item	Style No.	Color	Size	Price	Comments

The following stock is getting low:

Description	Item	Style No.	Color	Size	Price	Comments

UNIT VI-B: MERCHANDISING
Lesson 5: Choosing the product and timing the purchase
 (Cont.)

I. Behavioral objectives

1. To hold a discussion period so that the student will be able to cite various methods of obtaining customer reaction to a product, to the satisfaction of the teacher.
2. Given an oral question, the student will be able to state the four areas under a well balanced assortment with 100% accuracy.
3. Given an oral question, the student will be able to state at least three factors which must be considered when timing the purchase.

II. Apperceptive base

Buyers must keep informed about new products, current styles, and important trends. Products must appeal to customers and satisfy their buying needs.

III. Motivational approach

Choosing the correct products and having them available at the right time for our customers is of vital importance. But, what do our customers want? How do we find out?

IV. Aim

To learn the importance of planning the assortment and timing the purchase on the part of the buyer.

V. Presentation (cont.)

4. Choosing the product and timing the purchase.
 - (a) Obtaining product information (cont.)
 - (4) comparison shoppers
 - (5) consumer surveys
 - (6) consumer panels
 - (7) fashion coordinators
 - (8) trade papers, journals
 - (9) test marketing
 - (b) Planning the assortment
 - (1) each major price line
 - (2) popular models and sizes
 - (3) seasonal factors
 - (4) brands that are popular and consistent with the store's image.
 - (c) Timing the purchase
 - (1) immediate needs
 - (2) anticipated needs
 - (3) seasonal factors
 - (4) the buying-selling cycle
 - (5) special opportunities.

VI. Medial summary

Ask questions pertinent to (a), (b), and (c) of presentation, such as:

1. What are some methods of obtaining consumer reactions to a product?
2. What are the four areas to consider in planning a well-balanced assortment?
3. What are some factors which must be considered when timing the purchase?

VII. Application

Possible methods:

1. Have students do comparison shopping at a few different stores.
2. Have them write and administer a consumer survey.
3. Have them interview a fashion coordinator.

VIII. Final summary

1. Highlight your presentation.
2. Discuss results of your application.

UNIT VI-B: MERCHANDISING
Lesson 6: Buying - Negotiating for price

I. Behavioral objective

Given a class discussion period on discounts, the student will be able to recognize and define the various kinds of discounts.

II. Apperceptive base

Our previous lesson gave us information about how and when to choose the product, which will help us to understand why discounts are important.

III. Motivational approach

When you shop, you often look for the best possible price. Buyers do the same thing. They are constantly aware of available discounts.

IV. Aim

To learn about discounts.

V. Presentation

Specific materials

5. Negotiating for price

(1) Discounts

(1) quantity discount

(2) trade discount

(3) cash discount

(4) seasonal discount

(5) promotional discount

Have a discussion on the five types of discounts. (Refer to the handout for definitions.)

VI. Medial summary

1. What are the different types of discounts?

2. Why would you use one type over another?

VII. Application

Use the enclosed handout to have students match terms with definitions. This could be used as a quiz.

VIII. Final summary

Review the answers to the handout. See Teacher's answer key.

DISCOUNTS

Directions: Below you are given terms and definitions. You are to match these terms and place the letter in front of the definition in the space provided.

- | | | |
|-------------------------|-------|--|
| a. Trade discount | _____ | 1. The percentage of a price that a seller allows a buyer to deduct if the bill is paid within a certain period of time. |
| b. Quantity discount | _____ | 2. A reduction from the list price given to buyers who perform certain marketing functions. |
| c. Cash discount | _____ | 3. A price reduction granted to buyers who purchased merchandise well in advance of a selling season. |
| d. Seasonal discount | _____ | 4. A price reduction that a seller offers a buyer in payment for promotional services performed by the buyer. |
| e. Promotional discount | _____ | 5. A vendor reduces the list price of goods to encourage buyers to either purchase in large quantities or buy most of their merchandise from the vendor. |

UNIT VI-B:
Lesson 6:

MERCHANDISING
Handout

ANSWER KEY

- | | |
|-------------------------|-----|
| 1. Cash discount | (c) |
| 2. Trade discount | (a) |
| 3. Seasonal discount | (d) |
| 4. Promotional discount | (e) |
| 5. Quantity discount | (b) |

UNIT VI-B: MERCHANDISING
Lesson 7: Buying - Negotiating for price (cont.)

I. Behavioral objective

To hold a class discussion period on credit arrangements so that the students will be able to recognize the definitions of specific terms.

II. Apperceptive base

Our previous lesson discussed discounts available to buyers. Credit arrangements are equally as important when it comes to buying merchandise.

III. Motivational approach

If you have ever made a loan of money, you know that when you will get it back is important to you. The dating terms that we will discuss, will show many advantages.

IV. Aim

To learn the common forms of dating invoices.

V. Presentation

Specific material

5. Negotiating for price (cont.)

(b) Credit arrangements

- (1) ordinary dating
- (2) advanced dating
- (3) extra dating
- (4) end-of-month dating
- (5) receipt-of-goods dating
- (6) cash on delivery

Have a discussion on the six types of dating (refer to the handout for definitions).

VI. Medial summary

What are the different types of dating? Why would you use a particular one?

VII. Application

Use the enclosed handout to have students match terms with definitions.

VIII. Final summary

Review the answers to the handout. See teacher's answer key.

UNIT VI-B: MERCHANDISING
Lesson 7: Negotiating for price

HANDOUT

Directions: Below you are given terms and definitions. You are to match these terms to the correct definition. Place the letter in front of the definition in the space provided.

- | | |
|------------------------|---|
| a. End-of-month | _____ 1. The credit period is based on the date appearing on the bill or invoice. |
| b. Advanced dating | _____ 2. The credit period begins at the end of the month in which the goods are purchased instead of on the date of invoice. |
| c. Extra dating | _____ 3. The credit period is based on a date later than the date of the invoice. |
| d. Ordinary dating | _____ 4. The payment must be made by a buyer when goods are received if merchandise is sold. |
| e. Cash on delivery | _____ 5. The practice of allowing a buyer an additional number of days before the credit terms begin to apply. |
| f. Receipt on delivery | _____ 6. Credit terms apply from the date that goods are received by a buyer. |

UNIT VI-B: MERCHANDISING
Lesson 7: Handout

ANSWER KEY

- | | |
|------------------------|-----|
| 1. Ordinary dating | (d) |
| 2. End-of-month dating | (a) |
| 3. Advanced dating | (b) |
| 4. Cash on delivery | (e) |
| 5. Extra dating | (c) |
| 6. Receipt on delivery | (f) |

UNIT VI-B: MERCHANDISING
Lesson 8: Buying - The purchase order

I. Behavioral objectives

1. To study a sample purchase order so that the student will be able to identify the main parts.
2. Given a purchase order form, the student will be able to write specific information in the appropriate place to the satisfaction of the teacher.

II. Apperceptive base

Our previous lesson discussed a variety of dating terms. The purchase order is the place where the dating decided upon is put in writing.

III. Motivational approach

The purchase order is the document in which the buyer and the supplier make a contract. If you get a job in retailing it will be very likely that you will come in contact with the purchase order.

IV. Aim

To learn about the purchase order.

V. Presentation

Specific material

6. The purchase order
 - (a) number
 - (b) date of order
 - (c) vendor's name and address
 - (d) delivery instructions
 - (e) date of delivery
 - (f) terms of sale
 - (g) description of merchandise
 - (h) signature

Using the Handout No. 1 on the sample purchase order, have a discussion on the parts of the purchase order.

VI. Medial summary

What are the parts of a purchase order?
What would happen if one part was wrong or missing?

VII. Application

Have students complete Handout No. 2. Fill out blank purchase order with specific given information.

VIII. Final summary

Review the students' purchase orders. Make sure they have all eight parts in the right place (good place to use an overhead).

UNIT VI-B:
Lesson 8:

MERCHANDISING
Handout No. 1

THE PURCHASE ORDER

3 ACME BAKERY SUPPLIES
1094 Main Street
Plainsville, N.Y. 09000

2

Date: Aug. 10, 1980

Order No. 080673

1

Ship to: Clinton Bakery

Use our order numbers on package and
invoice.

745 East Front St.

Middleton, N.J.

Delivery date: 09/01/80

5

6

Terms: 2/10 net 30

Delivery instructions: FOB Destination

4

Style	Description	Size	Quantity	Unit cost	Total cost
296	10 lb sugar 10k.	12	13	\$20.00	\$ 260.00
104	25 lb flour	8	3	25.00	200.00
43	5 lb cans shortening	14	16	10.00	160.00
8	Total order \$				620.00

UNIT VI-B: MERCHANDISING
Lesson 8: Handout No. 2

Date _____ Order No. _____

Ordered from: _____ Use our order number on packages and invoice.

_____ Shipping date: _____

_____ Via: _____

Terms: _____ FOB : _____

Style	Description	Size	Quantity	Unit cost	Total cost
Total order \$					

Problem for purchase order

Give the student a blank purchase order. Have the student fill the purchase order in, with the following information.

Date of delivery:	Sept. 15, 1980
Vendor:	Greenville Wholesale Company
Date:	September 1, 1980
Order No.:	406
Shipping date:	September 30, 19__
Delivery instructions:	By truck
Terms:	2/10 N 30

Style: 368, 12 lamps (hurricane brass), \$84.00 - a dozen
Style: 8750, 36 lamp shades (white plated), \$10.00 each
Style: 123, 6 pole lamps (brass), \$12.50 each

Signature: J. Smith

UNIT VI-B: MERCHANDISING
Lesson 9: Transportation terms.

I. Behavioral objectives

To hold a class discussion period on transportation terms so that the student will be able to apply terms properly in a given handout.

II. Apperceptive base

In our previous lesson we discussed the purchase order. The shipping instructions and transportation terms are also very important to the buyer.

III. Motivational approach

If you have ever ordered from a catalogue you probably paid shipping charges. How do you feel about that? Why do you think it was worth the money?

IV. Aim

To learn about transportation charges.

V. Presentation

Specific material

7. Transportation terms

- (a) FOB shipping point
- (b) FOB city of destination
- (c) FOB store

Have a discussion on the terms - highlight the differences, advantages and disadvantages of each.

VI. Medial summary

What are the different transportation terms.

Why would you want to use one rather than another? Give example.

VII. Application

Use enclosed handout to test for understanding terms.

VIII. Final summary

Use answer key, go over students' answers.

TRANSPORTATION TERMS

Transportation terms are based on the FOB point.

1. Define FOB: _____
2. There are three commonly used FOB points, list them.

3. Below are three examples of FOB points; give the correct FOB point in the space provided.
 - (a) A supplier pays the cost of transporting goods to a buyer's city.

 - (b) The supplier owns the goods until they are delivered to the transportation firm.

 - (c) A supplier pays the entire cost of transporting goods.

ANSWER KEY

1. FOB - Free on board, which is the point from which a buyer pays the transportation charges.
2. (a) FOB - Store
(b) FOB - Shipping point
(c) FOB - City of destination
3. (a) FOB - City of destination
(b) FOB - Shipping point
(c) FOB - Store

UNIT VI-C: MERCHANDISING
Lesson 10: Pricing - Price-determining factors

I. Behavioral objectives

1. Given a class discussion period on cost factors, the student will be able to explain how they affect the price cost of merchandise.
2. Given a handout on supply and demand, the student will be able to identify the relationships.
3. Given a discussion period on competition, the student will be able to evaluate how it affects the price of merchandise.
4. Given a handout on the fashion cycle, the student will be able to identify the path that merchandise does take.
5. Given a discussion on overhead expenses, the student will be able to list several examples.

II. Apperceptive base

You know that the retail price you pay is not what the store paid for the item. What makes the item cost more? List.

III. Motivational approach

What is the difference between the prices at a department store and a discount store? Why?

IV. Aim

To learn what factors influence price.

V. Presentation

5. Price determining factors
 - (a) cost of merchandise
 - (b) supply and demand
 - (c) competition
 - (d) desirability of merchandise
 the fashion cycle
 - (e) overhead expenses.

Use the enclosed handouts to go over points (a), (b), and (d). Have class discussion to cover points (c) and (e).

VI. Medial summary

1. What are the cost factors that influence merchandise?
2. How does supply and demand affect prices?
3. How does competition affect prices?
4. How does the fashion cycle work?
5. What are some overhead expenses?

VII. Application

Use the enclosed handouts to cover material.

1. For homework, have students take a product cycle; example: designer jeans.
2. Give examples of products that are in different stages of supply and demand.

VIII. Final summary

1. Why can the same merchandise in different stores have different prices?
2. What is supply and demand?
3. What is competition?
4. What are the parts of the fashion cycle?
5. How do overhead expenses affect the price of the merchandise?

UNIT VI-C: MERCHANDISING
Lesson 11: Pricing - Markup and Markdown - Open-to-buy

I. Behavioral objectives

1. Given a handout on markup, the student will be able to do sample problems.
2. Given a handout on markdown, the student will be able to list three advantages.
3. Given a handout on "open-to-buy", the student will be able to define it.

II. Apperceptive base

In our previous lesson we discussed the factors that influence determination of the retail price. Markup and markdown can also help determine the retail price.

III. Motivational approach

How do you know if an item is on sale? When the end of August arrives, the stores are already full of clothes for Fall and Winter. Why do you often pay full price for a sweater, when bathing suits are on sale and limited in number?

IV. Aim

To learn about markup, markdown and open-to-buy.

V. Presentation

Specific material

2. Markup and markdown
 - (a) definition
 - (b) theory
3. Open-to-buy

Using the enclosed handouts go over the specific material.

VI. Medial summary

1. What is markup?
2. Why do buyers mark down merchandise?
3. Why is "open-to-buy" important?

VII. Application

Use the enclosed handouts. Discuss the material. Have students do the problems on No. 1. List three advantages on No. 2 and define open-to-buy on No. 3.

VIII. Final summary

Go over the handouts. Go over the answers.

MARKUP

The difference between the cost (C) and the retail price (RP) is the initial markup. The initial markup is added to the cost to obtain the retail price.

Markup is the amount of money that the retailer must charge in order to make a profit. It covers all the expenses such as rent, utilities, salaries, etc. Using the cost method you can find the initial markup by changing the percentage to a decimal form and then multiply the cost by the decimal. Then add the initial markups to the cost to find the retail price.

Example:

An item cost you \$79.00 and you want to get a 40% markup. What will the retail price be?

$$40\% = .40$$

$$79.00 \times .40 = 31.60 \quad - \quad \text{initial markup}$$

$$79.00 + 31.60 = 110.60 \quad - \quad \text{retail price.}$$

Sample problems

	<u>Cost</u>	<u>% markup</u>	<u>Initial markup</u>	<u>Retail price</u>
1.	\$125.00	25	_____	_____
2.	69.50	30	_____	_____
3.	24.00	20	_____	_____
4.	179.50	15	_____	_____
5.	245.00	25	_____	_____

MARKDOWN

Markdown is a planned reduction in the retail price to get rid of merchandise. An example of a planned markdown would be the reduction in price made by a store wanting to sell off perishable items quickly.

When a retailer decides to mark down, the retailer will look at past sales records, price trends, competition, economic conditions, and how well the items are selling.

Planned markdowns can achieve profit in several ways.

1. If a retailer studies the reasons for markdown he may find ways of keeping markdowns at a minimum or eliminating them.
2. If a retailer takes a markdown at the best time(s) he/she can limit future markdowns.
3. If the retailer makes the markdown part of the total merchandise plan, the initial markup can be large enough to account for the markdown.

List three advantages of markdown

OPEN-TO-BUY

Open-to-buy is a calculation made by the buyer of the amount of merchandise that can be brought into stock during a particular period without going over the planned level at the end of the period.

Buyers try to have, always, an "open-to-buy" for several reasons:

1. So they can restock if needed.
2. So they can attract constant customers.
3. So they can take advantage of a special opportunity to buy.

Open-to-buy would allow the buyer to reorder merchandise that is selling extremely well (fad items). Also, if items are selling well in "competition stores" the buyer can use some open-to-buy money to order that merchandise in order to keep up sales.

Student: Define in your own words "open-to-buy".

Selling - Bibliography

Books

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Articles

- "Distributive Education Teachers and Salesmanship." Dick Lanatra. MADET news. 19:12. Summer 1978
- "New Retail Sales Tool." Doreen Mangan. Stores. pp. 37-40 - May 1979

"Personal Characteristics of Successful Route Salespersons." Kent R. Brigam. University of Wisconsin, Madison. MS. Thesis 1978

"Students' Attitudes Toward Sales Careers" James L. Edwards. Business Education Journal. 17:4-6. Fall 1979

Visual Aids

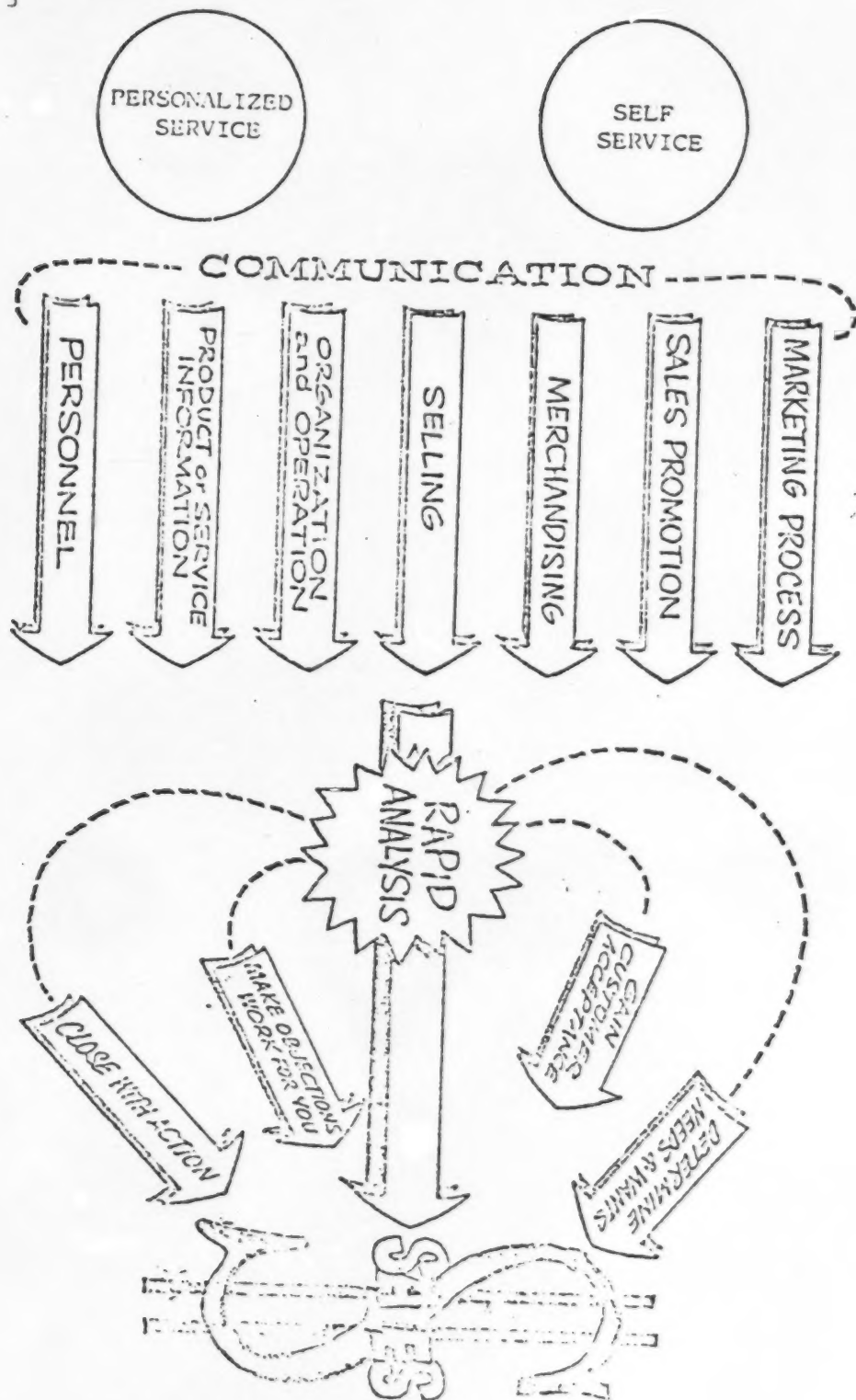
"Basic Rules of Selling:
14 slides - audio cassette
Fairchild Visuals, 7 East 12th. St.
New York, N.Y. 10003

"The Salesman Isn't Dead - He's Different"
12 min.
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"Sell... Like in Celtics"
26 min. / color
Association Films, Inc.
(address as above)

"Sell With Personality"
23 min.
Association Films, Inc.
(address as above)

UNIT IV C: Selling
Lesson 3



BS III-3, Flannelboard demonstration
The Selling Process

Source: Wingate and Nolan, Fundamentals of Selling.
South Western Publishing Co., 1964

THE SALESPERSON

RAPIDLY ANALYZES

THE CUSTOMER...

DETERMINE THE
CUSTOMER'S GOAL

DETERMINE THE
CUSTOMER'S MOOD

MOOD OF CHALLENGE

MOOD OF TOLERANCE

MOOD OF CONFIDENCE

DETERMINE THE PATTERN
FOR COMPLETING THE SALE

UNIT IV-D: SELLING

Lesson 4: Determining wants and needs

BS IV-2, Strip Panel Poster - Customer Analysis

Wingete, Addison and Gillespie, Know Your Merchandise. 3rd Ed. McGraw
Hill Inc. Workbook



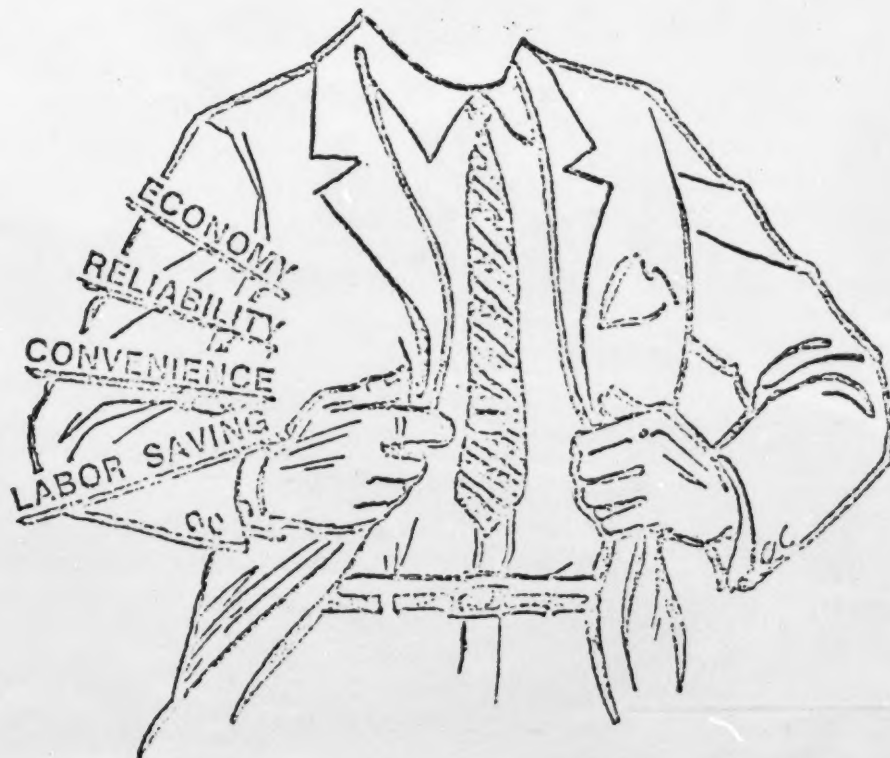
CUSTOMER MUST
OVERCOME OBSTACLES

BS XII-3, Poster - Customer Buying Obstacles
(Idea adapted by permission, Robinson and Robinson, Successful Retail
Salesmanship. New York, Prentice Hall, Inc.)

MAKE OBJECTIONS WORK FOR YOU			
LISTEN	QUESTION	BUILD VALUE WITH "COMPACT ANSWERS"	USE "COMMON-SENSE CUSHION"
Can I let the customer complete an objection without interrupting? Do I hold my rebuttal until the customer has finished?	Have I developed the technique of turning an objection into a question which invites an answer? Can I ask a question tactfully in order to avoid further antagonizing the customer?	Do I know my most common objections? Can I anticipate these most common objections and incorporate their answer in my sales message? Have I developed my most compact answers? Have I developed performance tests?	Do I control my temper? Do I keep my emotions to myself? Do I concede before I contend? Do my answers contain the word "YOU" instead of "I"? Can I use the "yes, but" cushion effectively?

UNIT III - G:
Lesson 7:

SELLING
Closing the sale



BUTTON THE SALE CLOSED
WITH BENEFITS

BS XIV-4 Poster
Benefit Button Closes

(Adapted by permission from dartnell booklet by Borden, Closing the Sale.)



Communication: The Art
Of Understanding And
Being Understood